

English 101A-14 (069032)
Reading and Composition
Spring 2017

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One must be an inventor to read well.
—Ralph Waldo Emerson

...in order for a text to be finished the writer must withdraw...
—Alberto Manguel

Course objectives:

To read as writers—not as a polite armchair activity but as an extreme sport, risking misreading, making your own constructions.

To write as readers—drawing from both life and literature, making evident what we think and imagine in clear, coherent terms.

Step-by-step, we will learn how to ask open-ended questions, to suspend quick, easy closure, and to develop a sustained line of thought—necessary skills for college-level reading and writing.

Text and materials:

The New World Reader, Gilbert Muller, ed., 4th edition (ISBN-13: 9781133310327)

The Fire Next Time by James Baldwin (ISBN-13: 9780679744726)

Blue books (2)

Index cards 3x5 (pack of 100)

Course requirements:

Attendance. Roll will be taken at the start of every class session. If late, sign in as a late arrival. If unprepared, come to class anyway; absence only compounds the problem.

Weekly assignments. Expect 6 hours of homework a week, typically 20 pages of reading and one or two pages of writing (250 to 500 words).

Oral presentations. According to a scheduled sign-up, individuals or groups will present on a range of subjects—assigned readings, special topics, research skills. A brief Q&A period will follow each individual (3 to 5 min.) or group (about 10 min.) presentation. PowerPoint or other presentation files to be uploaded to class G-drive.

In-class writing will be required: a reader response (ungraded) early in the semester, short writing exercises (ungraded), a midterm essay exam (graded), and a final essay exam (graded). All in-class writing is open book (notes, books, papers). Bring blue books for exams.

Lab work. A sequence of activities on research skills—how to prepare an academic essay with cited references—requires an additional one to two hours a week. Access via Canvas.

Research papers. A step-by-step process linking reading and writing—a short midterm (3-5 pages) and a final (5-7 pages) academic paper with MLA-style in-text citations and works cited.

Instructor grading:

20% = attendance + participation

10% = weekly assignments

10% = oral presentations (2)

10% = quarterly essays (2)

10% = midterm exam

10% = midterm paper

10% = final exam

20% = final paper

Lab grading:

101A labs 1-10 on Blackboard + offline = 25% of your course grade as required by Ohlone.

Final course grade:

Instructor grade = 75%, lab grade = 25%.

Attendance means getting to class on time, paying attention to what your instructor and fellow students offer for discussion. Participation means fully engaging in the life of the classroom, including individual and group activities. More than one week's absence may lower your grade (A → B, B → C, C → D).

Due dates are firm. See timeline. Written assignments must be double-spaced and typewritten with respect for the page, that is, presented as neat manuscript pages (double-spaced, 12-point). Do not embellish with fancy fonts or special folders.

Late work may be turned in during the last week of instruction (graded down, no comment). No more than two late assignments. Quarterly, midterm, final papers must be turned in on time.

If you are blocked or not sure how to proceed with your work, see instructor.

Helpful hints: (1) Ask questions during class discussions. Chances are others are wondering about the same thing! (2) Exchange email addresses with a few of your classmates. Questions may pop up as you start to work at home. (3) Request a tutor at the ELC/ELR. Tutors are on-site faculty or students who successfully completed English 101A and are trained to help others.

What to expect:

By learning to read critically and to write clearly, we will practice the basics for reading and writing across the college curriculum. Beginning with the many things you already know from life experience, we will follow a step-by-step path toward college-level reading and writing—the distinct pleasures of thought and language.

Week	Lecture	Reading	Assignment
1	<p>Introduction: reading to generate writing.</p> <p>“Reading” pictures.</p> <p>First-person narrative.</p>	<p>Preview NWR: TOC, index, authors, topics.</p> <p>View Banksy videos.</p>	<p>View: Chimamanda Adichie on “the danger of a single story.” <http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html></p> <p>Who owns and controls our story? How do we see ourselves, how do others see us?</p> <p>Write a one-paragraph response.</p>
2	<p>First-person expository: narrative v. expository.</p> <p>How to explain your position with fact and reason.</p> <p>Paragraph development.</p> <p>Demo reading panel.</p>	<p>NWR, Granitsas & Abramsky, 82-93.</p> <p>View Kwame Anthony Appiah on multiple identities. http://bigthink.com/ideas/4274</p> <p>James Baldwin’s <i>The Fire Next Time</i>, 1-10.</p>	<p>Write a 1st person expository essay that cites Granitsas and Abramsky (and optionally Adichie and Appiah).</p> <p>How do Americans see themselves and the world? And, how does the world view Americans? 1-2 pp.</p> <p>Prepare for in-class writing on graffiti.</p> <p>Sign-up for reading panels.</p>
3	<p>Research sources: how to find and qualify.</p> <p>Anatomy of a research-based NF book.</p> <p>Direct quotes and paraphrase, in-text citations, works cited.</p>	<p>NWR, on the research process, 385-397.</p> <p>NWR, on the writing process, 398-407.</p> <p><i>Harper’s Index</i>.</p>	<p>In-class writing on Banksy and graffiti.</p> <p>Your <i>Harper’s Index</i> of fun or shocking statistics. Cite sources. (Use <i>Harper’s</i> format, find your own facts and sources.)</p> <p>Labs 1, 2.</p>
4	<p>Third-person expository.</p> <p>How most news articles, essays, and NF books are written.</p> <p>MLA format.</p> <p>Thesis development.</p>	<p>NWR, on the changing face of America, Cose 31-34, Rodriguez 58-62.</p> <p>Baldwin’s <i>FNT</i>, 11-47.</p>	<p>Quarterly essay #1: due Tues, Feb 28th</p> <p>Third-person expository essay. Do we need a wall and border police between the U.S. and Mexico? Why or why not? Cite Cose, Rodriguez, and at least one other source.</p> <p>Optional writing conference with instructor.</p> <p>Reading panels.</p>
5	<p>Active reading for understanding and</p>	<p>NWR, ch 10 on global aid, disease, and poverty,</p>	<p>Study notes on Sachs, Danticat, Singer, Borlaug, Mittal, Rogoff.</p>

	recall. Sentence grammar: how to organically grow a complex sentence.	312-343.	Labs 3, 4. Note: submit lab 3 in hard copy to instructor. Reading panels.
6	Literature survey—going wide, going deep. How to develop a grounded question.	Baldwin's <i>FNT</i> , 47-106.	Midterm paper: due Thurs, Mar 17 th . Labs 5, 6. Note: submit labs 5 + 6 in hard copy to instructor. Reading panels.
7	From subject to topic to thesis. Strong v. weak thesis development. Sentence grammar: complex, compound, dependent clause, conjunctions.	Continue reading source material for midterm paper. Midterm exam study guide.	Optional writing conference with instructor. Lab 7. Prepare for midterm exam. Reading panels.
8	Review—how to generate writing from reading. Review: introducing a quote, following with commentary.	Re-read NWR ch 10 on global aid, disease, and poverty. <i>Spring Break Mar 21-27</i>	Quiet study period. Midterm paper + midterm exam = Thurs, Mar 16 th
9	How to locate assumptions, principles, values in the text. Telling a story in 6 words.	View <i>Watermark</i> . <i>Watermark</i> (handout). “The Enormous Radio” by John Cheever. NWR, on the global environment, 344-383.	In-class response to <i>Watermark</i> . Sign-up for reading and research panels. Six-word flash fiction. Finding the essential point—fast!
10	Research-based writing: patterns of organization. Fact & fiction: how to recognize big ideas.	NWR, re-read research process, 385-397. Taylor & Tilford (handout).	In-class discussion of “The Enormous Radio” and its implications for social media. In-class survey of Taylor & Tilford research and organization. Lab 8: final research paper—annotated works cited in MLA format (5 or more sources).

11	Introduction strategies: finding a point of entry. How to handle delay, digression.	NWR, re-read writing process, 398-407.	Quarterly #2 essay on Benjamin Barber's "The Educated Student: Global Citizen or Global Consumer?" Due Tues, Apr 25 th . In-class pairs writing workshop.
12	Moving from summary to explanation and analysis.	Continue research for final paper.	Labs 9 and 10: final paper-- introduction + bullet points (2+ pp). Reading + research panels.
13	Metacognition— thinking about thinking. Review: paragraph development & sentence grammar.	Continue research for final paper. Indie reading on the global environment.	Optional writing conference with instructor. Reading + research panels.
14	Review: how to generate writing from reading. "Joining the conversation."	NWR, sample paper, 408-419.	Continue research and writing for final paper. Optional writing conference with instructor. Reading + research panels.
15	Reading = to see clearly. Writing = thinking made evident.	Final exam study guide.	Optional writing conference with instructor. Reading + research panels. Final paper + final exam = Thurs, May 18 th , noon to 2:00 pm

Assignments:

Written assignments are due the following Tuesday at the start of class, unless otherwise noted.

Oral assignments—reading and research panels—occur same week as assigned.

See detailed, updated assignments at <sandrampark.com>. Assignments & due dates are subject to change.

Due dates:

Midterm paper = Thurs, Mar 16th, 11:30 am

Midterm exam = Thurs, Mar 16th, 11:30-1:05 pm

Final paper = Thurs, May 18th, 12:00 noon

Final exam = Thurs, May 18th, 12:00-2:00 pm

Advisory:

Last day to drop with a W = Fri, Apr 21st

Oral presentations:

FNT = Fire Next Time CR = critical reading panel (assigned reading) NWR = New World Reader (special topic)	Weeks 1-8: each student signs up for CR or FNT. Weeks 9-15: each student signs up for a CR or NWR. (sign up as individuals or pairs)
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Key dates:

Quarterly essay #1	Cose/Rodriguez U.S.-Mexico border	Tues, Feb 28
Quarterly essay #2	Barber on global consumer/citizen	Tues, Apr 25
Midterm paper (3-5 pp)	Baldwin, FNT on race relations	Thurs, Mar 16
Midterm exam	NWR, section 10 on global aid: poverty and disease	Thurs, Mar 16
Final exam	NWR, section 11 on global environment	Thurs, May 18 12:00-2:00
Final paper (5-7 pp)	topic of your choice	Thurs, May 18 12:00 noon

Advisory: No late work or make-up accepted for these papers and exams.

OHLONE ENGLISH 101A STUDENT LEARNING OUTCOMES:

1. Demonstrate the ability to read analytically, identify main and supporting ideas, and evaluate evidence.
2. Write a well-organized academic paper that presents a main idea supported by textual evidence that uses correct grammar and appropriate style and word choice.
3. Locate relevant information, evaluate it critically, and report it accurately in a logical, well-organized, documented research paper.

OHLONE PLAGIARISM POLICY:

Plagiarism is defined as “incorporating the ideas, words, sentences, paragraphs, or part of another person’s writings, without giving appropriate credit, and representing the product as your own work” (excerpt). Consequences include “a failing grade on the test, paper, or exam” or “course grade lowered, or possibly fail the course.” See complete Ohlone policy on academic integrity at <http://www.ohlone.edu/org/board/policy/ap-academicdishonesty.html>.

MENTAL HEALTH AND STRESS MANAGEMENT:

The staff and faculty of Ohlone College are here to see you succeed academically and care about your emotional and physical health. You can learn more about the broad range of confidential student services, including counseling and mental health services available on campus by visiting the Student Health Center in building 7 or <http://stepupohlone.org/oncampus-resources/>. The Crisis Support Services of Alameda County offers a 24-Hour Crisis Line: 1-800-309-2131.

