



ENG 1AX: College Composition and Reading

COURSE SYLLABUS

Class- English 1AX Fall 2022-Section 0873

Meeting Times- Monday through Friday 8.30-9.30am, Room 4, NMCHS

Instructor-Dr. Mowatt

Office-Room 4, NMCHS

Office Hours-By appointment before or after school

Email- dmowatt@hartnell.edu

Welcome!

I am delighted that you have chosen to take this journey with me. I promise that it will be an interesting one. Please know that I consider it my job to make the content of the class accessible to everyone, and I am here to support your success.

Course Description:

Intensive introduction to composition with emphasis on writing of argument, reading of selected works from a variety of academic and cultural contexts, and writing from research. Students will write a minimum of 6,500 words in graded assignments. Not open to students who have completed ENG-1A with a grade of C or better.

Course Objectives:

Upon satisfactory completion of the course, students will be able to

1. critically read, synthesize, analyze, interpret, and evaluate texts from a variety of rhetorical styles and cultural contexts;
2. employ critical reading strategies
3. develop a focused thesis and select relevant evidence to present in an argumentative or persuasive paper;
4. apply appropriate writing strategies for a variety of rhetorical outcomes
5. gather, evaluate, and incorporate outside sources into a purposeful and coherent research paper;
6. demonstrate basic research skills utilizing diverse resources from a variety of media;
7. utilize pre-writing and planning techniques
8. develop an awareness of the importance of writing as a process;
9. demonstrate mature style in writing;
10. apply appropriate diction, style and tone in relation to the subject and audience of the student's writing;

11. demonstrate proofreading skills
12. apply the MLA Stylesheet conventions to research writing.

Student Learning Outcomes: (Skills you have acquired by the end of the course are student learning objectives.)

1. Gather, evaluate, and incorporate diverse resources into purposeful and coherent research paper with sources documented in MLA format.
2. Write essays that pursue answers to challenging questions or advance substantial arguments that are supported with relevant, thoughtful, and sufficient evidence drawn (as appropriate) from written texts and the writer's own experience and knowledge.
3. Demonstrate that writing is a process requiring multiple drafts to create and complete an effective piece of writing.

Course objectives and learning outcomes will be assessed through a variety of means including teacher-directed discussion, student-led discussions, quizzes, online objective/short answer assignments, and essays. Assignments will be made available via Google Classroom. Your textbook and handbook are important to your success in this class as we will engage in weekly reading, writing, and reflective assignments.

Course Content:

I. Writing

A. Prewriting techniques

1. Freewrite or cluster
2. Outline or map

B. Strategies for organizing texts

1. Purposeful introductions and conclusions
2. Thesis statements
3. Awareness of paragraph structure
4. Sequencing ideas
5. Unity and coherence

C. Basic ideas of writing argumentation, such as:

1. Acknowledging a variety of perspectives, including opposing views
2. Questioning the credibility of different forms of evidence

D. Style

1. Syntactic sophistication
2. Awareness of audience
3. Appropriate academic voice, tone, and diction
4. Grammar usage and mechanical conventions
5. Quotation and paraphrase

II. Critical Reading

- A. Summarizing and paraphrasing
- B. Annotating texts / note-taking
- C. Recognizing a writer's purpose
- D. Identifying a writer's thesis

- E. Applying theoretical perspectives to texts
- F. Awareness of discipline-specific lexicons
- G. Previewing and predicting to activate schema
- H. Metacognition
- I. Inference
- J. Distinguishing between main ideas and supporting details
- K. Analyzing for purpose, audience, tone, and authorial point of view
- L. Utilizing context clues for challenging vocabulary
- M. Selecting appropriate details from texts to use as evidence in essays

III. Research

- A. Organizing and applying an efficient and systematic search strategy
- B. Evaluating sources for quality / bias/ credibility / authority / relevance / appropriateness
- C. Integrating and synthesizing ideas and information from multiple sources
- D. Documenting sources in MLA format

Required Texts and Materials

Goshgarian, Gary, and Kathleen Krueger. *Dialogues: An Argument Rhetoric and Reader*. 6th Ed, Longman, 2009
 Kirzner, Laurie G., and Stephen R. Mandell. *The Pocket Handbook*. 6th Ed, Thomson/Heinle, 2014

Computer and Email Requirements

- You must have access to a computer. We will have the Chromebooks available for your use on Mondays and Fridays, and the computers in the library are available to you.
- Students are expected to have access to and be familiar with:
 - Google Docs
 - Google Drive
 - Adobe Acrobat Reader or other PDF program to view course documents.
- *Google Classroom* will be used to communicate with students and disseminate materials and assignments throughout the course. Students should check Google Classroom daily Friday through Monday.
- Class handouts as paper copies will be provided for you in class T-Tr. Electronic copies will be available on Google Classroom.
- When sending an email to me, please begin the “Subject:” of the message with the following: Eng. 1A, Per.
 #, Full Name: Subject of the Email

Technology and Media

We will be using e-instruction in class on a regular basis. At times, having a cellular device will be to your benefit. However, if you are without, accommodations will be made.

Grades

Basis for Final Grade: A percentage grade will be determined based upon the total number of points you have earned at the end of the semester. I will be using the following weights and grading scale:

Assessment	Percent of Final Grade
In-class, online and homework	30%
Essays (4)	30%
Research Paper	30%
Objective final exam w/in-class essay	10%
TOTAL:	100%

Grading Scale: Based upon the total number of points you have earned at the end of the semester, you will earn the following letter grades:

Grading Scale (%)		Interpretation
90-100	A	Excellent, exceeds average understanding as evidence in course work and goes well beyond the basics
80-89	B	Far above average, meets or exceeds average understanding as evidenced in course work and fully understands the basics; can deal with some concepts beyond the basic level
70-79	C	Average; meets minimum expectations to satisfy course requirements
60-69	D	Below average; meets some minimum expectations and satisfies several but not all course requirements
0-59	F	Fails to meet minimum expectations in understanding of course concepts as evidenced by performance on exams and submission of graded elements

Rewrite Policy: Rewrites are required for papers with a grade of less than "C".

Group Work Policy: Everyone must take part in the group activities. Self and group reflections will accompany all group work assignments. The instructor will assign an individual grade to each student informed by student suggestions.

Late Work Policy: Work can be completed within 3 days of an excused absence. Major writing projects must be submitted on the due date except for very limited reasons. Please talk to me personally if there is an issue with submitting major papers.

Grades of "Incomplete": Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course. Incomplete work must be finished by the end of the next semester or the "I" will automatically be recorded as the grade you earned at the end of the course. (See Hartnell College Catalog, p.26)

Course Policies:

Professionalism Policy: Unless there is an assignment requiring the use of your cellular device, the expectation is that it be silenced and put away by the time the bell rings so that not delay learning or disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, leaving early or creating other disturbances will be warned and may be both dropped from the course and/or suffer a reduction in their final class grade. (See Hartnell policies for Student Conduct and Grievances on pages 31 and 32 of the college catalog; www.hartnell.edu/academics/catalogs). *These actions are taken to protect the learning environment for all students.*

Academic Dishonesty Policy: Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult page 31 of the 2013-14 Hartnell catalog for further details (www.hartnell.edu/academics/catalogs). Violations of these rules may result in a record of the infraction being placed in your student file and receiving a zero on the work in question. Confirmation of other incidents can also result in expulsion from the College. *These actions are taken to protect the learning environment for all students.*

Attendance: If you miss more than four class sessions, Hartnell policy requires that you be dropped from the class, regardless of your performance. Please discuss extenuating circumstances with me. If you need to drop this class, please fill out the official paperwork before the final drop deadline. (See Hartnell catalog, p. 35)

Turinitin.com: In this course we will utilize turnitin.com when we begin your formalized essays. Turnitin is an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. All of your assignments must be submitted both to Google classroom and to Turnitin.com in an electronic format. I do not require hard copies of essays. After the assignment is processed, I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

Student Support

Additional student support may be available to you from affordable textbooks to financial aid and scholarships. Please visit the Hartnell website (www.hartnell.edu/students) for programs and services that may be of value to you. In addition, should personal issues interfere with your academic success, please consider consulting Crisis Counseling Services (www.hartnell.edu/crisis) or phone 770-7019 for personal/confidential counseling services. Crisis Counseling sessions are free of charge to Hartnell students.

If you need support of any kind, I hope you will visit with me, email me, or text me. I am here to help you succeed.

DSPS Statement

The Department of Supportive Programs and Services (DSPS) coordinates academic accommodations for students with documented disabilities at Hartnell College. If you have, or suspect you may have, a disability that impacts your education, please contact the DSPS Office to determine your eligibility for accommodations. DSPS is located in the Student Services Building B, Room 107 (831) 755-6760. I encourage you to meet with Amy Lehman, Director of DSPS, to discuss your specific accommodations and to have test proctoring forms signed 5 days in advance.

Celebration of Diversity

The members of a classroom represent a rich variety of backgrounds and perspectives. I am committed to working with you to provide an atmosphere for learning that respects diversity. I hope we can all work together to build this learning community and ask all class members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- value each other’s opinions and communicate in a respectful manner
- keep discussions that occur within class that are of a personal nature confidential
- appreciate the opportunity that we have to learn from each other in this community
- consider ways that we may create an inclusive learning environment within this course and across the NMCHS/Hartnell College community

Campus Safety (Hartnell Campus Only):

EMERGENCY NOTIFICATION: In the event of a life threatening emergency call 911.

- To report a non-life threatening incident, safety hazard, or a suspicious activity please contact campus security at 755-6888
- To obtain campus status information, call the campus safety and facilities emergency status bulletin telephone number: 831-796-6222. From a campus line, simply dial 6222

Please visit Hartnell's emergency reporting link here: <http://www.hartnell.edu/reporting-emergencies>

Non-emergency police business.831-758-7321

Non-life threatening incidents, injuries or illness

- during school hours call Campus Safety 831-755-6888
- after school hours call 831-755-6888

Utility Failure

- during school hours call the Facilities Office at x6950 or 831-755-6950
- after school hours call 831-755-6888

Any incident with potential for adverse publicity to the college

- call President's Office, x6900 or 831-755-6900
- after school hours call 831-755-6888

Emergency Text Notifications:

In the event of an emergency, Hartnell College can contact you by email, text, and voice. [Hartnell College has partnered with the Everbridge Mass Notification \(Links to an external site.\)](#) system to provide emergency notifications. The system is used to send emergency notifications to Hartnell faculty, staff, and students in the event of a campus emergency such as a campus closure or hazardous situation. The system will send notifications through email, voice calls, and text messaging.

Students: If you receive an emergency notification, please tell your instructor immediately.

Students: If you have knowledge of an emergency on campus, share it immediately. If you see something suspicious or potentially hazardous, let someone know.

If you have been notified that the campus has been closed because of an emergency, please do not proceed to the campus until you have confirmed that it is clear to enter the campus.

During a campus emergency, you will generally be told to do one of two options, SHELTER IN PLACE or EVACUATE. When either of these are given, vehicle traffic coming onto campus will likely be turned away. Students are required to obey the directions of staff in a timely fashion.

EVACUATION:

Please note the exit(s) in the room. In the event of an alarm or safety threat, uniformed Hartnell personnel equipped with two-way radios--including security, and maintenance staff--have up-to-date information; they also have the authority to order either shelter-in-place or immediate building evacuation. For evacuation, immediately heed their directions by proceeding calmly and quickly to an exterior assembly area as indicated by trained staff.

Please stay back at least 200 feet from any building until the "all clear" command is issued. SHELTER IN PLACE:

In the event of a safety threat, instructors and staff will lock classroom doors and direct occupants to stay clear of windows. Occupants are requested to remain quiet. During this time, DO NOT access any exits unless directed by first responders or staff. A shelter in place order is also used for severe environmental threats like a thunderstorm.

A shelter in place order is when personnel are told not to leave their immediate area. Shelter in place means that personnel should stay where they are. This could be for safety from an environmental threat, like a chemical leak off campus, to a threat of violence on campus. A LOCKDOWN is a shelter in place.

In the event of an alarm or safety threat, uniformed Hartnell personnel equipped with two-way radios--including security, and maintenance staff--have up-to-date information; they also have the authority to order either shelter-in-place or immediate building evacuation.

LOCKDOWN:

A lockdown is a Shelter in Place. In the event of a safety threat, instructors and staff will lock classroom doors and direct occupants to stay clear of windows. Occupants are requested to remain quiet. During this time, DO NOT access any exits unless directed by first responders or staff.

In the event of an alarm or safety threat, uniformed Hartnell personnel equipped with two-way radios--including security, and maintenance staff--have up-to-date information; they also have the authority to order either shelter-in-place or immediate building evacuation.

Run, Hide, Fight (Links to an external site.) Active Shooter Response

In the event of an Active Shooter Event, there are three things you need to know in order to survive: [Run, Hide, Fight \(Links to an external site.\)](#).

If you see suspicious behavior on campus, please tell someone. [Our Campus Safety \(Links to an external site.\)](#) officers are trained to investigate suspicious incidents.

RUN

Have an escape route and plan in mind

Leave your belongings behind

Keep your hands visible

HIDE

Hide in an area out of the shooter's view

Block entry to your hiding place and lock the doors

Silence your cell phone and/or pager

FIGHT

As a last resort and only when your life is in imminent danger

Attempt to incapacitate the shooter

Act with physical aggression and throw items at the active shooter **AFTER**

- Keep hands visible and empty
 - Know that law enforcement's first task is to end the incident, and they may have to pass injured along the way.
 - Follow law enforcement instructions and evacuate in the direction they come from.
 - Officers may be armed with rifles, shotguns, and/or handguns and may use pepper spray or tear gas to control the situation.
 - Officers will shout commands and may push individuals to the ground for their safety.
 - Consider seeking professional help for you and your family to cope with the long-term effects of the trauma.
- Helping the Wounded
- Take care of yourself first, and then you may be able to help the wounded before first responders arrive:
 - If the injured are in immediate danger, help get them to safety.
 - While you wait for first responder to arrive, provide first aid- apply direct pressure to wounded and use tourniquets if you have been trained to do so;
 - Turn wounded people onto their sides if they are unconscious and keep them warm.

EMERGENCY PREPAREDNESS: The first 72 hours of a disaster are often the most difficult, but this period can be less stressful if everyone has extra supplies on hand. The college has a limited amount of emergency supplies, so students and staff should have on campus their own portable emergency kit including snacks, water, and prescription medication; this is especially important for those who may need to shelter on campus. For more information go to <http://72hours.org/>

[Ready.gov lists essential 72 Hour Kit Components here \(Links to an external site.\)](#)

Reporting suspicious Behavior

If you see suspicious behavior on campus, please contact [Campus Safety \(Links to an external site.\)](#)

Anonymous reporting of incidents or concerns

Hartnell's Behavioral Intervention Team (BIT) accepts and processes anonymous reports from anyone about incidents or concerns on our campus. Please visit the Behavioral Intervention Team website ([Links to an external site.](#)) for more information. **Reporting Forms**

Public Incident Report Form

Use the [Public Incident Report form \(Links to an external site.\)](#) for:

- Student Conduct Violations
- Academic Integrity Issues
- Student Complaints or Grievances **CARE**

Form

Use the [CARE form \(Links to an external site.\)](#) for:

- Concerns about Well-being

- Mental Health Concerns
- Unusual or Disruptive Behavior **Useful**

Links

[Campus Maps and directions \(Links to an external site.\)](#)

[Emergency online resources \(Links to an external site.\)](#)

[Hartnell Emergency Action Plan 2018 \(Links to an external site.\)](#)

[Campus Safety Policies \(Links to an external site.\)](#)

[Hartnell's Emergency Alert System \(Links to an external site.\)](#)