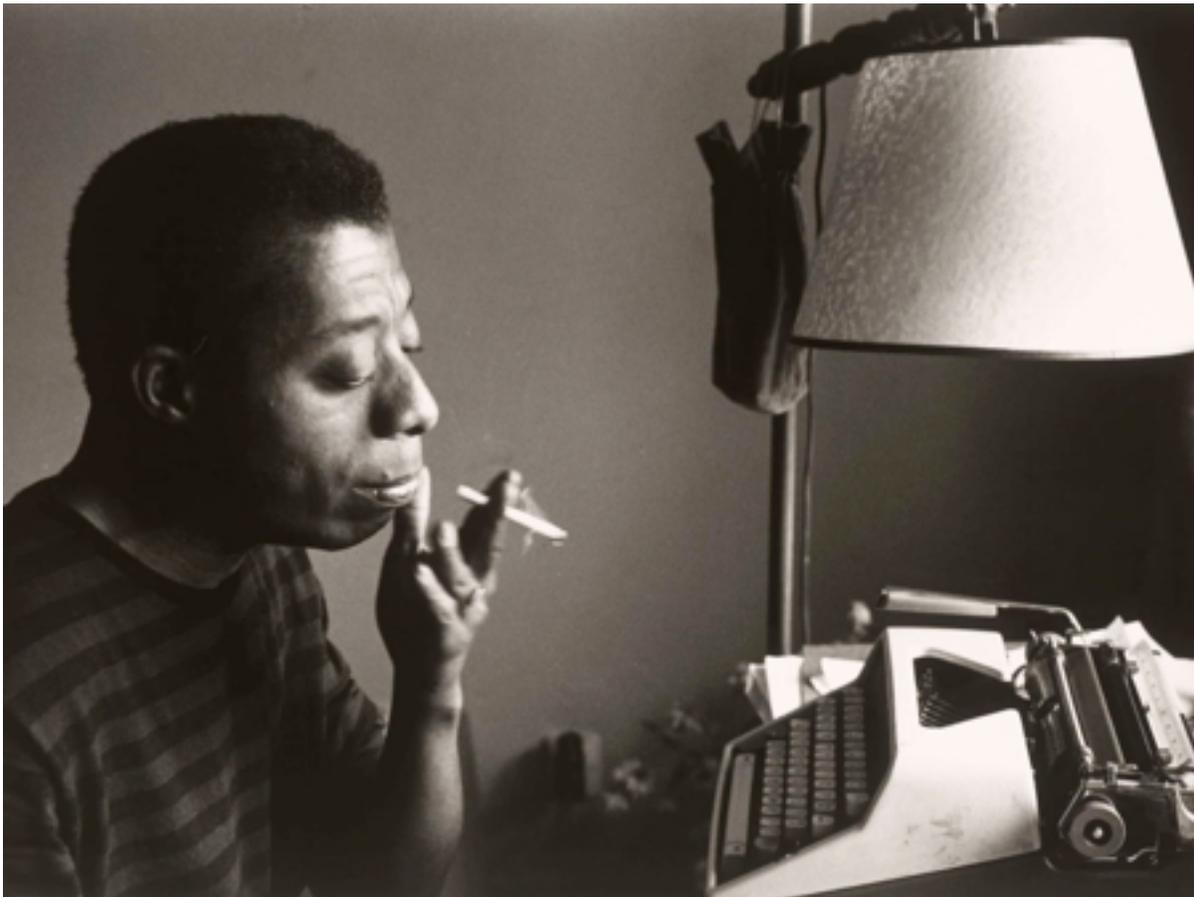


Instructor: Rebecca Harrison  
Email: rharr008@ucr.edu  
Office Hours: MWF 2-3 PM  
Office Location: HMNSS 3214

## English 1A: Beginning Composition

Fall 2017, Section 36

MWF 4:10-5:00PM, OLMH 1132

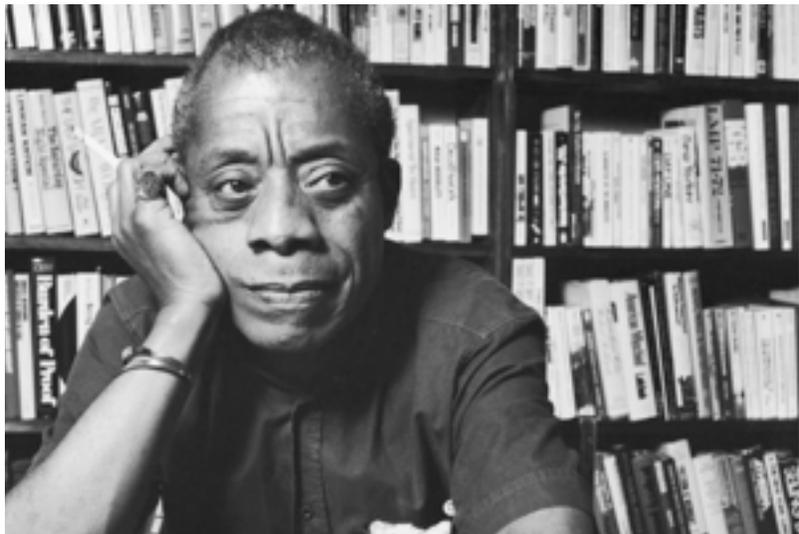


**Course Description and Goals:** English 1A is the first of three required English courses taken by all UCR students. English 1B focuses on argument, and English 1C teaches textual analysis. In English 1A, however, the focus is on personal and practical writing. English 1A teaches students *to read critically and think analytically*. The course will foster each student's ability *to read and write with rhetorical awareness* of the particular writing situation's audience, purpose, and genre conventions. Students will use the complete composing process, including invention,

planning, drafting, revising, proofreading, and editing. They will perform various kinds of research (including memory search, field research, library and Internet research) and will properly document sources. Because the best way to learn how to write well is to read the work of those who already know how to do it, this course will also involve a good amount of reading. Classes will include regular discussions of our readings and collaborative activities through which we will all help each other become better writers. As members of a community of writers, students *will actively read and critique each other's writing in progress*, supporting one another's development as writers and critical thinkers.

**“The paradox of education is precisely this - that as one begins to become conscious one begins to examine the society in which he is being educated.”**

*-James Baldwin*



Our course readings will center around James Baldwin's *Notes of a Native Son*, along with supplemental essays, podcasts, and videos from other writers meant to complement our Baldwin readings and centered around the theme of race and oppression. As such, the course readings and discussion may sometimes include sensitive material on those topics. Students will be expected to conform to certain standards of discourse in our classroom, and are invited to speak with me during office hours or via email if they anticipate or experience any difficulties related to this material.

#### **REQUIRED MATERIALS:**

- ***The St. Martin's Guide to Writing, 11th Edition.*** (Must be 11th Edition, no exceptions!)
- **James Baldwin's *Notes of a Native Son*** (Beacon Press edition preferred)
- **A composition notebook** for in-class and/or short take-home writing assignments

## ASSIGNMENTS:

- Attendance and Participation — 10%
- In class and take-home written assignments —10%
- Paper #1 — 10%
- Paper #2 — 15%
- Paper #3 — 15%
- Paper #4 — 25%
- Final Exam — 15%

## COURSE SCHEDULE:

[Week 0] — 9/29: Syllabus, Lamott “Shitty First Drafts” [on iLearn]

### [Week 1]

10/2: SMG Chapter 1; Baldwin: Autobiographical Notes

10/4: SMG Chapter 2 pp.12-22; Solnit “Men Explain Things” [on iLearn]

10/6: SMG Chapter 2 pp. 22-32; 37-47

### [Week 2]

10/9: **Paper 1 Topics Due** (bring at least 3 options to class); SMG Chapter 14 pp. 538-545; Baldwin: “Equal in Paris”

10/11: SMG Chapter 15 pp. 550-561

10/13: **Paper 1 Draft Due** (in class); SMG Chapter 2 pp. 48-56

### [Week 3]

10/16: **Paper 1 Due** (via SafeAssign on iLearn by 4PM); SMG Chapter 2 pp. 57-58, Chapter 3 pp. 59-70

10/18: SMG Chapter 3 pp. 77-89

10/20: SMG Chapter 3 pp. 90-105, Radiolab “Ally’s Choice” [podcast, link on iLearn]

**[Week 4]**

10/23: **Paper 2 Topics Due** (at least 3 options in class); SMG Chapter 21 pp. 616-620; Baldwin: “The Harlem Ghetto” and “Journey to Atlanta”

10/25: 1968 Esquire interview with James Baldwin “How to Cool It” [link on iLearn]

10/27: **Paper 2 Draft Due** (in class); SMG Chapter 3 pp. 105-117

**[Week 5]**

10/30: Review of SMG Chapter 3; SMG Chapter 4 pp. 119-129

11/1: **Paper 2 Due** (via SafeAssign on iLearn by 4PM); SMG Chapter 3 pp. 117-118, SMG Chapter 4 pp. 135-141, Chapter 16 pp. 562-568

11/3: SMG Chapter 4 pp. 148-150; Iris Marion Young “Five Faces of Oppression” [selection; on iLearn]; Marilyn Frye “Oppression” [selection; on iLearn]

**[Week 6]**

11/6: **Paper 3 Topics Due** (at least 3 options in class)

11/8: **Paper 3 Chosen Topic Due** (via email by midnight); SMG Chapter 4 pp. 151-160; Baldwin: “Many Thousands Gone”

11/10: *[Veteran’s Day; no class]*

**[Week 7]**

11/13: **Paper 3 Draft Due**; SMG Chapter 4 pp. 160-169

11/15: SMG Chapter 5 pp. 170-197

11/17: **Paper 3 Due** (via SafeAssign on iLearn by 4PM); Martin Luther King Jr. “Letter from Birmingham Jail” [on iLearn]; Nina Simone “Mississippi Goddam” [song, link on iLearn]

## [Week 8]

11/20: **Paper 4 Topic Proposals Due** (in class; refined version via email by midnight); Baldwin: “Everybody’s Protest Novel”; SMG Chapter 5 pp. 197-200, Chapter 12 pp. 500-514

11/22: Bibliography Workshop

11/24: *[Thanksgiving Holiday; no class]*

## [Week 9]

11/27: **Paper 4 Annotated Bibliography Due** (via email by midnight); Baldwin: “Notes of a Native Son”

11/30: Review SMG Chapter 5 pp. 181-186, SMG Chapter 5 200-201

12/1: **Paper 4 Report(s) Due** (in class and via SafeAssign by 4PM); SMG Chapter 5 pp. 201-209

## [Week 10]

12/4: **Paper 4 Draft Due** (in class and via SafeAssign by 4PM); SMG Chapter 5 pp. 209-215

12/6: Ta-Nehisi Coates “The First White President” [link on iLearn]; SMG Chapter 5 pp. 215-218

12/8: Final Paper Drafting Workshop; **Paper 4 Due** (via SafeAssign by midnight)

**Final Exam: Monday [...] 11:30 AM - 2:30 PM, Room TBA**

**\*Note: Readings and assignments are subject to change throughout the quarter.\***

## IMPORTANT COURSE POLICIES:

### **Late/Missing Assignments**

It is strongly in your interest to turn in assignments on time. You will lose 1/3 of a letter grade on an assignment for every day that it is late (so, e.g., a B assignment handed in a day late will receive a B-). That said, it is always better to turn in an assignment late -- even if you can only hope to get a D at best -- than not to turn in an assignment at all. However, **late assignments**

**will not be accepted more than one week past their original due date.** The **papers** and the **final exam** are absolutely required; failure to turn in one of these assignments will result in a failing grade for the course.

### **Attendance and Participation**

Attendance is a required component of the course, especially since we will be doing a number of in-class assignments and activities throughout the quarter. **Students may miss up to three (3) class meetings without penalty**, and without the need to submit documentation. After that, students will lose 10% off of their attendance/participation grade for each unexcused absence.

**Excused Absences:** Absences will only be excused in extraordinary circumstances, and unexpected absences require documentation no later than two weeks after the absence.

Additionally, students with foreseeable schedule conflicts (e.g., major medical appointments that would be difficult to reschedule) who wish for those absences to be excused *must* discuss the issue with me no later than one week *before* the anticipated absence.

**Participation:** It is not enough to merely show up. Students are expected to participate in class by asking questions, offering their own interpretations or solutions, engaging with other students in class discussions and during group activities, and so on. Students are also expected to come to class having completed the required reading and/or assignment for that day. Failure to participate in class and/or evidence of lack of preparedness will result in a lower attendance/participation grade.

### **Classroom Etiquette**

**Controversial Issues:** Students are expected to participate appropriately and as adults during class discussions. We are a diverse academic community, representing different faiths, lifestyles, ethnicities, sexualities, and cultures. We will be discussing controversial issues in class, often issues that typically elicit strong opinions, so it is especially important that you show tolerance and respect for your fellow classmates at all times.

There is an important difference between expressing an unpopular or controversial opinion and engaging in speech or action that is harmful to your fellow students or disruptive of the learning environment. The first can provoke other students to see the issue in new and unexpected ways, or show them the merit in views that are different from their own. A diversity of opinions expressed genuinely and respectfully makes for a lively and productive academic community. The second prevents other students from being able to participate fully in class or in extracurricular discussions, and thereby harms our academic community. Students are asked to make sure that their behavior and contributions in our class contribute to a lively and productive

community by engaging with each other respectfully and in good faith. If you have any questions or concerns about this policy, please feel free to contact me to discuss them.

**Technology:** In general students are expected to put away any technology (phones, tablets, laptops, etc.) during class time. If you have a particular reason to use a piece of technology in our classroom, please let me know in advance, and if possible, sit towards the back of the classroom. Studies show that students using laptops for non-course-related purposes during class distract not only themselves but also many of the students around them, whether they are aware of it or not. Regarding phones: you may either be on your phone or in the classroom, but not both. If you need to use your phone for some exceptional reason, please quietly step out of the classroom.

**Recording: Under no circumstances may a student record any portion of this course without prior authorization from the instructor.** This includes lectures, in-class assignments, discussions among students, and discussions with the instructor either in the classroom or during office hours. If you have a reason to want to record any portion of this course, you must obtain prior authorization and state in detail the purposes for which you intend to use the recording. Any recordings that are permitted are only to be for personal use, and may not be reproduced or distributed to any third party, including but not limited to posting on social media.

### **Email and Office Appointments Policy**

Students must use their official UCR email accounts for communication; emails from other accounts (e.g. gmail) will not be responded to. Students should expect a response to emails between 24 and 72 hours after their initial email. Last minute emails run the risk of not being seen in time. If it has been longer than 72 hours, please resend the email, making sure that you are sending it from the correct account and with a professional style subject line.

Students are welcome to come to posted office hours at their leisure; students are also invited to make appointments outside of those hours as needed. The same time constraints for email applies to requests for appointments; last minute requests typically will not be fulfilled.

### **Enrollment Issues**

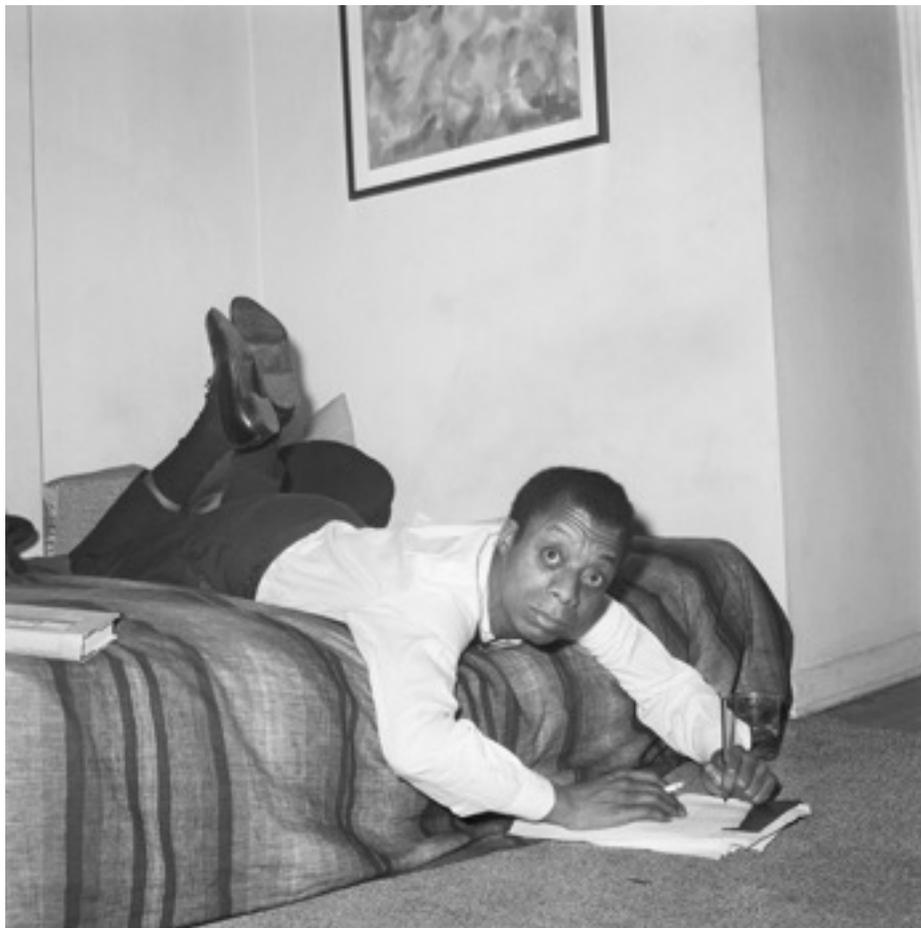
Do **not** ask me to sign any enrollment-related forms; all such issues must be taken to the University Writing Program office at 1102C in the Humanities and Social Sciences building. You may, however, ask me for up-to-date information for the relevant contact in the UWP.

### **Plagiarism, Cheating, and Academic Dishonesty:**

In short: **don't do it.** *Make sure you are aware of what plagiarism is.* Basically, it involves presenting someone else's ideas or work as your own. This includes cases in which you are

clearly “ripping off” someone else’s paper, or a book or website (including, e.g., SparkNotes). It also includes cases in which you repeat an idea an author, your instructor, or another student had as if it were your own, *even if you rephrase that idea*, as well as cases in which your paper was significantly altered or revised by somebody else without proper credit. If you have *any concerns at all* about what does or does not count as plagiarism or academic dishonesty more generally, please see UCR’s Student Conduct and Academic Integrity Program website, especially: <http://conduct.ucr.edu/docs/aidefinitions.pdf>

There are several mechanisms in place to catch instances of plagiarism. You will be required to submit your papers to **SafeAssign**, which automatically catches copies -- even modified copies -- of other work (including the work of other students in the class). I will also be grading your assignments personally, and I have a strong track record of catching any instances of plagiarism that might slip by SafeAssign. **Students found to be plagiarizing a paper or cheating on an exam will at least receive a 0 for that assignment, and possibly fail the course.** Any instances of plagiarism or cheating will also be reported to the Student Conduct and Academic Integrity Program, who will investigate and impose appropriate sanctions ranging from a warning and supplemental assignments to disciplinary probation or, in extreme cases, dismissal from the university.



**University of California, Riverside Undergraduate Writing Grading Rubric**

Grade	Percent	Comment	Paper Description
A A-	93-100% 90-92.9%	Excellent/ Outstanding	<b>A Paper:</b> An “A” paper commands attention through its insightful, mature and creative response to the requirements of the assignment. The paper is clearly and effectively organized, demonstrates the ability to use transitions skillfully, and includes effective development. The paper controls sophisticated sentence structures effectively, employs excellent word choice, is free of significant grammatical and mechanical errors and also maintains a fluent style that illuminates the material. An “A” paper demonstrates the ability to adhere to standards while establishing a distinctive and engaging authorial voice.
B+ B B-	87-89.9% 83-86.9% 80-82.9%	Good/ Competent	<b>B Paper:</b> A “B” paper is clearly competent and has moved beyond the basics of the assignment’s requirements, presenting a thoughtful and well-developed response. The “B” paper is usually less fluent and complex in style than an “A” paper, but it remains above the average level of student work. The paper is well organized and contains effective transitions between paragraphs, each of which competently develops a specific topic or idea. Sentences demonstrate appropriate structural complexity and avoid significant grammar, usage, and punctuation problems, though there may be occasional errors or awkward phrases. The vocabulary is generally accurate and clear. The “B” paper engages the topic with an authorial voice and generally cohesive style that are suitable, though perhaps at times irregular.
C+ C	77-79.9% 73-76.9%	Adequate/ Satisfactory/ Acceptable	<b>C Paper:</b> A “C” paper is adequate. It satisfactorily fulfills the requirements of the assignment, showing some weaknesses but no significant deficiencies. This paper develops a central idea and includes appropriate organization, though it may lack fully effective transitions and connections. Paragraphs provide sufficient development to clarify key points, and sentences contain only isolated errors in grammar and mechanics. A “C” paper is free of structural errors that significantly compromise comprehension, and avoids patterns of error that suggest an incomplete grasp of grammar or mechanics. Weaknesses often include a focus that is too general, narrow, or shallow, which may limit the student’s ability to engage with the material. The “C” paper conveys only a vague sense of the writer’s authorial voice and style.
C-	70-72.9%	Needs Improvement/ Unsatisfactory	<b>C- Paper:</b> A “C-” paper is unsatisfactory for one or more reasons. It may present an adequate response to the assignment at times, but lack overall focus or coherence. Usually it will neglect at least one essential requirement of the assignment. Organization and transitions may be sporadic and only marginally effective. It may have several major grammatical errors that inhibit the reader’s ability to follow or understand portions of the essay, or have repeated minor errors that demonstrate an inability to observe the conventions of written English. Although it is not passing, a “C-” paper does gesture towards fulfilling the assignment and shows the potential to pass with only a modest amount of revision.
D+ D D-	67-69.9% 63-66.9% 60-62.9%	Significant Problems/ Does Not Meet Requirements	<b>D Paper:</b> A “D” paper demonstrates a lack of control over both content and grammar, or a very serious deficiency in one of those areas. It may be inappropriately brief, may disregard the assignment’s demands, may have serious structural problems and may frequently drift from the topic. It may have significant and frequent mechanical errors, or an inability to use transitions effectively. A “D” paper usually displays simplistic or inaccurate word choice, monotonous or fragmented sentence structure, and repeated errors in grammar and usage that cause confusion or even render portions of the essay incomprehensible. Additionally, a “D” paper often appears to have been hastily assembled, with inadequate attention to proofreading or other details.
F	59.9% or lower	Unacceptable	<b>F Paper:</b> An “F” paper critically fails to meet the basic requirements of the assignment. It generally displays fundamental deficiencies in both grammar and structure. It may be completely off topic or incomprehensible.