

Syllabus for: (name of class)	
English 1A: Analytical Reading & Writing	
Semester & Year:	Fall 2012
Course ID and Section Number:	English 1A (031680)
Number of Credits/Units:	4
Day/Time:	MWF 10:05-11:30
Location:	FM106
Instructor's Name:	Mary Sue Prangley
Contact Information:	Office location and hours: FM200C MF 11:30-12:30 Phone: Email: marysue-prangley@redwoods.edu
Course Description (catalog description as described in course outline): A transfer-level course in critical reading and reasoned writing. Students analyze issues and claims presented in visual, oral, or written arguments and write analytical and argumentative essays based on those issues. Research and source-based writing, employing correct MLA documentation, is required.	
Student Learning Outcomes (as described in course outline) : 1. Analyze argumentative claims. 2. Respond to arguments with persuasive critical essays. 3. Locate, synthesize, and document sources for use in response to arguments. 4. Revise and edit for sentence structure and mechanics.	
Special accommodations: College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.	
Academic Misconduct: Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course.	
The student code of conduct is available on the College of the Redwoods website at: http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf	
College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.	

English 1A: Analytical Reading & Writing

Classroom: FM106
MWF 10:05-11:30 (#031680)

Instructor: *Mary Sue Prangley*

E-Mail: *marysue-prangley@redwoods.edu*

Office: FM200C

Office Hours: MF 11:30-12:30 & by appointment

Required Texts & Materials:

- Christopher Hallowell & Walter Levy, *Listening to Earth*, Pearson Education, Inc., 2005.
- John T. Gage, *The Shape of Reason*, Pearson Education, Inc., 2006.
- Diane Hacker, *The Bedford Handbook*, 8th edition.
- Class Booklet (for sale in the CR Bookstore)
- Regular access to a computer and the Internet
- An email account (that you check daily)
- Three ring binder (for class booklet)
- Plenty of writing utensils (pens/pencils) and an ample supply of lined 8 ½ x 11 paper (expect to need writing materials *every* class)
- 3 pocket folders (for working portfolios)
- A college-level dictionary
- A flash drive or some other means of backing-up your work

Course Overview:

- **Course Description:** English 1A is a transfer-level course in critical reading and reasoned writing. Students analyze issues and claims presented in visual, oral, or written arguments and write analytical and argumentative essays based on those issues. Research and source-based writing, employing correct MLA documentation, is required.
- **Prerequisite:** English 150 (or equivalent) with grade of “C” or better or appropriate reading and writing scores on the placement exam.
- **Student Learning Outcomes**
Students successfully completing this course will be able to:
 - Analyze argumentative claims.
 - Respond to arguments with persuasive critical essays.
 - Locate, synthesize, and document sources for use in response to arguments.
 - Revise and edit for sentence structure and mechanics.
- **Course Description/Goals:** Welcome to English 1A! This course will require much from you, yet it offers much in return. English 1A is a rigorous, comprehensive course designed to increase

your critical thinking, reading, and writing skills. You'll be doing an extensive amount of reading, writing, and discussing for this class. The potential benefits, though, are worth your efforts. Engaging in activities such as reading and analyzing complex texts, developing extended written analytical arguments—as well as participating in intellectual class discussions and peer group activities—sharpens the critical thinking skills that will serve you well both in college and in your life beyond the classroom.

Over the course of the semester, you will learn different strategies to help you engage in intellectual conversations (both oral and written discourses). Upon successful completion of this course, you will have a deeper understanding of how to use language effectively in different situations and for different audiences and purposes. Additionally, you will have learned something of how place, language, and culture interact to shape our understanding of ourselves and the world we inhabit.

English 1A is primarily a workshop course. In this class, we will endeavor to create a supportive community environment. In whole class and small group settings, we will work together to develop the abilities to give appropriate, productive feedback, present ideas in a well-thought-out manner, and listen and respond to the ideas of others with interest and respect. In developing these abilities, you will be sharpening your critical thinking skills as well.

Course Requirements:

- ❖ **Major Papers:** You will write three major essays (each ranging from 1000 to 2000 words). MLA formatting and documentation are required for all essays. At least one of these papers will require research in the library and on the internet. All essays are to be typed using a standard 12-point font and double-spaced. I accept hard copies only. You may e-mail me a copy of an assignment if you're absent on the day it's due (to show you've completed it), but you will not receive credit for it until you've turned in a hard copy version when you come back to class. (See Deadline & Make-up Policy section for more details.)

You will need to maintain a working portfolio (in a pocket folder) for each of the three major essays. The working portfolio is comprised of *all* writing pertaining to this paper, including a final, polished draft, all notes, prewriting, earlier drafts, peer feedback, conference notes, & so forth. In other words, *save everything*. In order to receive full credit for a major essay, you must submit it on the due date in a working portfolio containing all the required documents. **Note: I do not accept essays without a working portfolio.**

Major Paper Due Dates

Essay #1 (Revised, Polished Draft in working portfolio)	Sep. 28 th
Essay #2 (Revised, Polished Draft in working portfolio)	Oct. 29 th
Essay #3 (Revised, Polished Draft in working portfolio)	Dec. 10 th

All due dates are subject to change if necessary and with appropriate notice.

❖ **www.turnitin.com:** In addition to the stapled, hard copies of each of your essays that you submit, you will also submit electronically each of your essays to www.turnitin.com. Instructions for using turnitin.com—including course ID and password—are available on MyCR. At the end of the semester, the recorded grades for any essays that have not been submitted to turnitin.com will be deleted from the gradebook and you will receive a “zero” for the essay.

❖ **Course Readings & Responses:** You will be assigned many readings over the course of the semester. You can expect upwards of 50 pages of readings per week. All readings must be completed on the date due. Skimming readings will not be sufficient for English 1A. We will work together to develop your ability to engage in “active” reading, but you must do your part. You will need to read and reread the assigned texts, making note of the ideas presented and questioning and testing these ideas against your own.

You will need to complete all assigned readings in order to: 1) actively participate in class discussions, and 2) write meaningful responses to the texts. You will be writing a number of short responses (generally, one or two per week) to these readings. The responses will usually be one or two pages long. A one page response must be one *full* page to receive credit.

These short papers are a means for you to reflect on our readings, to formulate questions and ideas and connect these readings to your own experiences, knowledge-bases, and/or a particular aspect of the world. They are also a means for developing and displaying your critical thinking skills and, therefore, will require a certain amount of time and effort on your part. You can expect to spend, on average, 8 hours per week (outside class) in completing the reading and writing assignments for this course.

Note: You have the option of developing a reading response into a major essay. Keep this in mind as you read and write responses, and if you feel inspired to delve deeper into some idea, question, or issue, by all means, do so!

❖ **Grammar Review & Practice (as needed)**

❖ **Engaged Participation in Class Activities, Peer Groups Exercises, and Whole Class Discussions:** (see Attendance & Participation section for more details)

❖ **Regular Class Attendance:** (see Attendance & Participation section for details)

- ❖ **Formatting Assignments:** All writing (other than in-class) must be typed using a standard 12-point font and double-spaced, the pages formatted with one inch margins. Staple pages together.
- ❖ **Deadline & Make-Up Policies:** I do not accept late work. All assignments must be turned in on the date they are due to receive credit. As noted in other sections, though, if you are absent, you may email me a copy of your homework by 1 pm on the day it is due (**followed by a hard copy turned in to me when you return to class**) to receive credit.

Grading Policy:

- ❖ **Attendance & Participation (70 points possible):** English 1A is a workshop course. Both your presence and your engaged participation in class are vital not only for your individual success but for the success of the class as a whole. The attendance points I assign you (following every class meeting) will be based just as much on your preparedness and participation as your presence in that day's session. For specific attendance requirements see attendance section below.
- ❖ **3 Major Essays Submitted with Prewriting and Earlier Drafts on Required Due Date (50+75+100 = 225 points possible):** All drafts are to be included in the working folder. Each essay will have been read and responded to in (at least) one peer group session (all peer responses are to be included in the working portfolio).
- ❖ **Reading Responses (100 points possible):** See Course Readings & Responses section for details.
- ❖ **In-Class Writing, Quizzes, Homework Assignments, & Group Presentations (105 points possible):** There will be many opportunities to accumulate points through activities such as in-class writing, group activities, and homework assignments. In addition, you will be participating in one (or more) small group presentations (time permitting).
- ❖ **Final Course Grade:** There are a total of 500 points available for this course. Final grades will be based on the following scale: A (470-500), A- (450-469), B+ (435-449), B (415-434), B- (400-414), C+ (385-399), C (365-384), C- (350-364), D (349-300). Grades will be posted on MyCR Gradebook.
- ❖ **Extra Credit:** The official CR policy stipulates that there is NO extra credit available in English 1A.

Attendance and Participation Policies:

We have only 85 short minutes together for each class period, and we will need every moment of this time. This fact tends to make me somewhat of a stickler when it comes to things like punctuality, preparedness, and attentiveness. Please note that I will be taking attendance (in one form or another) *every* class period. I will also be keeping track of individual participation in group discussions and activities. (Daily attendance scores are influenced by the level of participation in class.) Being late to class also affects your grade.

It is imperative that you come to class on time and prepared to actively participate. Lateness, lack of preparation, and inattentiveness will not only affect *your* ability to succeed in this course, it will also have an effect on the functioning of the class *as a whole*. We have much to accomplish and no time to waste. Please keep this in mind.

The English Department Attendance Policy:

Students at the College are expected to attend all sessions of each class in which they are enrolled. Students may not miss more than two weeks of class. For example, if a class meets twice a week, students should not exceed 4 absences for the semester. If a student exceeds the limit on absences before week 11 of the semester, an instructor will notify the student that he or she has been dropped. After that notification, students are still responsible to go into Web Advisor and withdraw themselves from the class, in order not to receive an F. After week 10, excessive absences will likely result in failure.

So what does this mean for our class? Since this English 1A class meets *three* times a week, students should not exceed *six* absences for the semester.

Additional note: I recognize that life sometimes intervenes in our good intentions to attend class. With this in mind, I have set up my scoring system so that it's possible to absorb up to 4 absences over the course of the semester without undo harm to your grade (as long as you've been diligent about keeping up with all assignments *and* actively participating in class). It's your responsibility, though, to make arrangements to get your homework to me—either beforehand if you know you'll be absent or emailed to me by 1 pm on the day it's due (followed by a hardcopy delivered to me when you return to class). (It's also important that you make arrangements for a classmate to take notes and keep track of assignments on the day you miss.) The fifth absence, however, will affect your grade; the sixth absence will severely affect it. With the seventh absence, you will be dropped from the course, and you need to initiate an official withdrawal (to protect your transcript). **Please do not let it get to this point.** It is important that you make *every* effort to attend *every* class session so that when missing class is unavoidable (due to illness or emergency) you won't have the added stress of worries over jeopardizing your grade or being dropped from the class.

Academic Dishonesty Policy:

Plagiarism is a serious offence which can result in failing English 1A. We will be discussing in class about acceptable ways of including the words of others in your writing, but if you ever have any questions about whether or not you may be plagiarizing something in your writing, please come see me *before* you turn in your paper, so we can avoid any potential misunderstandings about what your intentions may have been.

Academic Misconduct: The student code of conduct is available on the College of the Redwoods website at: <http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf>

Outside Assistance for English 1A:

- ❖ **Instructor Conferences:** I am happy to conference with students outside class. If you would like a writing conference, please speak with me (in person or by email) to arrange a mutually convenient time to meet.

- ❖ **The Writing Center:** All students can benefit from the feedback of interested readers of their writing. The CR Writing Center is staffed with trained, knowledgeable instructors and peer tutors who can help you with your essays or other writing projects. In order to take advantage of this opportunity, however, you need to enroll in English 52 (a half unit). **Note: My English 52 lab hours are Wednesdays from 11:30-1:00 pm.**

- ❖ **The Academic Support Center:** The Academic Support Center also offers tutoring service (free to students).

- ❖ **Special Accommodations:** Persons who wish to request disability-related accommodations should contact Disabled Student Programs and Services. Some accommodations may take up to several weeks to arrange. **Please see me as soon as possible if you would like help arranging accommodations. Your success in this class is my main consideration. I will be pleased to help in whatever way I can.**

The instructor reserves the right to add, delete, or revise sections of this course or syllabus. Changes will be announced in class.