

Syllabus for: (name of class)—English 1A—Analytical Reading and Writing	
Semester & Year:	Fall 2012
Course ID and Section Number:	English 1A—CRN# 1686
Number of Credits/Units:	4 Credits
Day/Time:	M/W 5:30-7:35pm
Location:	FM 206
Instructor's Name:	Cyndy Phillips
Contact Information:	Office location and hours: FM 200G—M/W, 2:45-3:15 pm & by appointment Phone: 707-502-523 Email: cyndy-phillips@redwoods.edu
Course Description (catalog description as described in course outline): English 1A is a 4 unit 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. [Prereq=English 150 (or equivalent) with grade of "C" or better or appropriate reading and writing scores on the placement exam.]	
Student Learning Outcomes (as described in course outline) : Students who successfully complete English 1A should be able to: <ul style="list-style-type: none"> • 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. 	
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://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods homepage.	
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.	



College of the Redwoods—Main Campus
English 1A: Analytical Reading and Writing—Fall 2012
Theme: Service Writing
CRN#E1686—M/W 5:30-7:35 pm in FM 206



Instructor: Cyndy Phillips **Email:** cyndy-phillips@redwoods.edu
Home(cell) Phone: 707-502-0523 (*preferred method of contact*)
Office Hours: M/W 2:45-3:15 pm FM 200G and by appointment
(*for Eng 52 folks, I'm also available M/W 1:15-2:40 pm in the WC*)

Required Materials:

Textbooks:

- Hacker, Diana and Nancy Sommers. *The Bedford Handbook*. 8th ed. Boston: Bedford/St. Martin's, 2010. Print.
- Course Packet (to be downloaded and/or printed individually after 8/29)
- Current on-line or hardbound college-level dictionary and thesaurus
- Texts and readings as assigned (located on MyCR)

Supplies:

- Consistent M-F daily access to a computer with internet access, your MyCR email account, a word processor, and a printer
- A three ring/punch binder with pockets or an accordion folder with sections to keep your work organized
- A reading journal/composition book for use in this class exclusively
- Approximately \$20 for printing costs
- Paper, pens, pencils, highlighters (5 different colors), post-it notes, stapler and staples
- **(Optional)** Digital or tape recorder for recording conferences

Welcome to English 1A

Course Description:

English 1A is a 4 unit 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.

[Prereq=English 150 (or equivalent) with grade of "C" or better or appropriate reading and writing scores on the placement exam.]

This course relies heavily on group work, community involvement, peer critiques, class discussion and computer use to help us focus on the elements of analysis and argument. Working with the whole class and/or in small groups will help us seize the opportunity to be adventurous and take risks with our reading, thinking, and writing in a supportive, creative environment. Occasionally our class time might also be used for conferences (individual or group), research opportunities, small group collaborations, or other activities.

Learning Outcomes: Students who successfully complete English 1A should 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.

Theme: Service Writing—

In most college courses today, one is exposed to a large degree of information in a very short amount of time. Although some of that information stays with us, most of us are caught in a web where we learn information for the class, pass, then forget the information the moment we move on to the next class. Yet education can be more valid and real than this.

Indeed, one of the fundamental purposes of the first American universities was to prepare individuals to become good citizens. Although one can argue that knowledge for knowledge's sake is worthy enough, that argument lends little if any opposition to the ancient cliché “just because you know it doesn't mean you do it.” However, in this crucial juncture of our day—this crossroads of increased violence, economic disparity, environmental impact, and family system breakdown, this time commingled with vast decreases in our economy, our faith in the government, and the quality of our public schools—now is the time to return to the principle of higher education that emphasizes the role that schools can play in preparing students to “*know and do*” in order to make a difference.

Our course theme has just that goal. It encourages us to become involved in our communities, becoming active rather than passive learners. In this course we'll use our readings, assignments, and activities to focus on local, national and global community issues that affect us all in order to learn about our increasingly varied and changing world; to connect with people, places, and situations foreign to us; and to develop both compassion and resourcefulness in making positive changes. This course will encourage us to think critically about what we value, what other individuals in our community value, and how we can work together to merge our values and contribute to a better world. Thus, you will be urged to find an area within this giant umbrella that speaks to you, and—once found—**actively** work within that area to make a difference with your writing. The key word here is **actively**. Indeed, for our last two formal writing assignments, you will draw on your writing abilities and your passions in order to write arguments aimed at specific, real-world audiences for possible publication.

With this in mind, in our class you will have the choice to either:

(Option 1) Volunteer for 15 hours **face-to-face** OR **virtually** with a non-profit organization that will shape your second and third papers into “real word audience” projects that will help your chosen organization in some way ...**OR**...

(Option 2) Write a FOURTH paper (research)—research areas/organizations you want to help and use that as a springboard to write your second, third and FOURTH papers for real world audiences to help that area/organization rather than volunteering time or working directly with an organization.

Course Requirements: Keep in mind that college is designed to challenge you, to test your intellectual, personal, and perhaps even psychological boundaries. *It isn't supposed to be easy, nor is it supposed to be thoughtless.* With this in mind, over the course of the semester, the class load will begin on the heavier side and gradually decrease over the semester. Students from past classes have helped me to design this system, and most students who have successfully completed this course report that even if they felt disgruntled with the workload at first, as the course continued—and energies for school decreased, other class loads began to pick up, and life uncannily followed “Murphy's Law”—they were exceedingly relieved the last month or so of this course that this class' workload was lighter. Should you begin to feel overwhelmed and disgruntled as to the amount of course work for this class, don't forget this!! Keep it as your mantra that you can say to yourself during deep inhales and exhales. ☺ In particular, ***keeping an eye on the syllabus due dates, writing down homework assignments given in class, and regularly checking your email to confirm assignments added during class will help you to keep up with the workload.***

In this class, you are expected to keep up with all the requirements as outlined below AND show up to each class ready and willing to share in discussions and work together through some challenging issues... You should also count on ~6-8 hours of homework per week for this class. The breakdown of this course consists of the following components:



✦ **Writing**—Most people take years to develop a strong personal style in their writing, yet one of the most important tools you will get from this class, if you participate and strive to write better, will be a greater consciousness of what happens as you generate ideas, organize your thoughts, and improve upon them through the process of revision. You will become more conscious of how you say, what you say— how you build bridges to cover the gap in knowledge between you and your reader, how you “show” your readers your side, how you react to theirs, how you embellish and support your arguments, how you organize for effect, and on and on.



To accomplish this purpose, 3-4 formal analytical/argument papers (*depending on option 1 or 2*) will be compiled, each complete with a minimum of 3 distinct drafts, peer responses, and instructor conferences/critiques, and 1-2 query letters. For Option 1, one research paper with MLA documentation will be required; for Option 2 two research papers will be required. Two papers will be sent out for possible publications. Late formal paper assignments will follow the policies agreed upon and outlined in our class grading contract.

You will also be responsible for completing shorter writing assignments such as Reading Logs (RLS), Peer-response Reading Logs (PERLS), Participation Logs, Service Analysis Journal (option 1), peer feedback letters, annotations, and in-class writing exercises. All in all, you should count on writing ~1000 words a week.

✦ **Service Learning**—For this course you will either need to work with an organization to gather material for your writing assignments or you will need to do a fourth (researched) paper on your own. The possible choices are outlined below:

- ✦ **Option 1 (Face-to-Face):** Within this aim, you will be asked to select from a host of local non-profit/service organizations that are looking for both volunteer and writing help. This organization should be one that you think you’ll enjoy, as you will need to devote some of your *unpaid* time (15+ hours=~1.25 hours a week for 12 weeks) to working with that group:
 - To understand them better and to be of service,
 - To think critically about and research areas where you might help/make a difference,
 - And—in an effort to make that difference a reality—to complete tangible writing projects for that organization which draw on your writing ability *and* your individual interests to reach specific, real-world audiences.

- ✦ **Option 1 (Virtual):** If “face-to-face” work commitments are too tough for your schedule, you can work “virtually” with a non-profit/service organization to do an extended research/advocate writing project instead of logging face-to-face time at their center, still using your writer’s voice to persuade specific, real-world audiences (and still 15+ hours + writing time). This option requires you to be diligent about researching the needs of your chosen organization and deciding what you can do locally, under the framework of their organization, to make a difference.

- ✦ **Option 2:** Alternatively, if the above two categories still don’t fit your time needs/interests, we can work together, one-on-one, to create three individual writing assignments that reflect your interests, our class reading/writing requirements, and the opportunity for specific, real-world audiences. This option will require you to research which areas of need you would like to focus on in order to be benefit. It will also require you to write an added FOURTH (research) paper that is geared towards helping your chosen area in some way. Your second and third papers will

need to be focused on one area; however, for the fourth paper (research) you may choose another if you like. This will result in a comparable time commitment to the above options.

✦ **Reading and critical thinking homework assignments**— We will be using our class packet (on MyCR), current books, articles in periodicals, on-line news/articles, and other media forms as a springboard to discovering what one person can do to make a difference in the world. In these texts, we will practice *active, critical thinking*. We will ask questions, explore connections, and struggle to make meaning out of complex ideas. We will seek to understand the value of these works for ourselves individually and for our community as a collective body. This type of reading also urges us to try to understand “the other side” before we make our assertions.

In order for this to happen, each of us will also need to be ready to engage in useful, penetrating discussions and group activities about our readings and the ideas we encounter. As long as you keep up with the assignments and are actively pursuing your own understanding of the difficult issues we take up, you should have no problem here. {*Note*: Again, the key word above is “*actively*.”}

With this in mind you will need to:

- ✧ Read the required texts/articles.
- ✧ Maintain analytical reading logs (RLS) on assigned readings as well as peer-response reading logs (PERLS) on MyCR (See “RLS and PERLS” on MyCR for details)
- ✧ Find, share, and lead discussions on various areas of interest with the rest of the class throughout the course through discussion forums/class presentations
- ✧ Complete other critical thinking/writing classwork and homework as assigned.
- ✧ Late homework assignments will follow the policies agreed upon and outlined in our class grading contract.

✦ **Grammar & Mechanics**—We’ll spend some time working through MLA citation and proper documentation. Plus although this course’s focus is not on teaching grammar and mechanics, we will spend some class time in review of these parameters as well. Beyond this, you will learn how to use a college handbook for self-study. Extra exercises will be assigned according to your individual weaknesses (if any). In addition, you may use writing center conferences and/or handbook exercises to prevent and correct errors in your writing.

✦ **Conferences**—I will be scheduling conferences outside of class time, inside of class time, sometimes even in lieu of class time, for each of your formal papers. Each of you will be expected to meet with me at least twice this semester to discuss your progress in the course and to critique one of your essays’ final drafts. It’s the law.

✦ **Attendance**—Since the main purpose of this class is to bring us all together so that we can engage one another in the process of discovery, each of us needs to be in the classroom on time, prepared, ready to think, read, write, and share. To encourage this behavior, the following attendance policies will be strictly enforced:

- 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.

- Outside of emergencies that are documented legally or medically, no distinction will be made between excused and un-excused absences. Extracurricular-activity participants, working parents, the sick, the healthy, etc. are all held to the same standard. Student athletes are required to be given leeway on game/practice mandated absences—however athletes are still responsible for all their work being done on time—the same as the rest of the class. *Use your absences well.*
- Students who miss any class during the first week will be dropped so students who are on the wait list (and present) will be given their seats.
- **University Drop Policy:** Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes. *For more information, please see CR's website.*
- Arriving late or leaving early more than 10 minutes will count as one absence. Excessive tardies under this time limit may also be counted as an absence, per the instructor's discretion (and warning to the student)
- Absences and tardies should be used to accommodate special circumstances only. If you must miss a class meeting completely or if you need to leave 10 minutes or more early, check MyCR for possible emails from me, get assignments from another student before the next class meeting, complete your work by the class due dates, and pick up any missed handouts from me at the start of the next class.
- If you arrive late for a class, please come in quietly, and wait for group time to conference with me about what you missed and to ascertain I have noted your attendance correctly for the day.
- **Reminder:** *If you have a draft that is due on a date you are out, it is still your responsibility to make sure that you get it to me by the beginning of that class in order for it to be considered "on time." If other homework is due on the date you are out, it is your responsibility to turn it in upon your immediate return to class in order for it to be considered "on time." Otherwise, late assignments will be handled according to our class grading contract.)*



✦ **Participation**—Participation and preparedness are essential in a collaborative writing community operating in a workshop environment. Everyone has the opportunity to earn 100% participation grade by fully engaging in the required class activities, peer responses, and discussions, and by exhibiting respectful and ethical behavior at all times. You will document and reflect on your class contribution each week in a series of participation logs. Each missing log and each violation of the policies below will reduce your participation grade:

- Be fully present and fully prepared with all required texts, materials and assignments
- Turn off and store cell phones, iPods, and other electronic devices not necessary for instruction
- Refrain from browsing personal email and social networking sites and playing computer games
- Maintain tolerance, respect and appropriate classroom behavior as outlined below

Other Notable Class Policies

Classroom Behavior: You are expected to treat other members of the class with respect, courtesy and cooperation and do all that you can to avoid disrupting learning and to encourage others in their writing process. If you violate this policy, you will be asked to leave, and that class will count as an absence. You are free to leave the room at any time, but do so quietly. Turn off your cell phones, iPods, and other electronic devices before class begins—if I hear it ring (or otherwise make a noise), you will be asked to leave and that class will count as an absence.

Study Groups: You are encouraged to exchange contact information with at least 4 other people in this class as a means to help you keep up with assignments. [We'll have sign-ups in week 2]. If at any time you miss a class, please contact someone in your study group first to find out what you missed and what is due the next class. If

you have tried, yet failed, to reach any of your study group members in sufficient time for class, you are welcome to contact me for the same. You can also use your study group members to “compare notes” about what is due & when, how to best complete assignments, how to better write/read/study, etc...the sky is the limit according to your groups’ particular interest.

Computer Skills: This course requires adequate computer skills. You should be able to navigate websites, open and download files, use a word processor and be able to convert files, if necessary, into .doc/x (Microsoft office) or .rtf (Rich Text Format), and submit to MyCR and turnitin. Anticipate problems with your computer and internet access (including power outages and printer problems) by not waiting until the last minute to submit assignments. It is your responsibility to meet the class deadlines; I will not accept yee ‘ol “my computer crashed...the printers in the library weren’t working...I ran out of money for printing” excuses. Ultimately it is up to you to meet the technological demands of this course. **Also note 24/7 on-line English tutoring is available through MyCR, and there is also a DE class orientation for students who have little to no experience in the on-line environment. See me for details if interested in the later.**



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. To help keep all of us on the path of the tried and true, each of your final papers is required to be submitted to www.turnitin.com before being accepted for grading.

For more information on academic misconduct, the student code of conduct is available onCR’s website at: <http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%202002-07-2012.pdf> Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods homepage.

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Grades: Oh yes—these. ☺ Your grades throughout English 1A will be computed according to what we collective decide for our class grading contract.

For this course, we will use the following scale:

A=100-93%	A-=92-90%	} A LEVELS=EXEMPLARY WORK
B+= 89-87%	B=86-83%	B-=82-80% } B LEVELS=GOOD, COMPLETE WORK
C+=79-77%	C=76-70%	} C LEVELS=SATISFACTORY WORK
D=69-60%	F=59% & below	} THESE LEVELS=BELOW SATISFACTORY WORK

{Note: English Department Policy Mandates No Extra Credit is Allowed}

An Invitation:

Together we’ll be nurturing an environment of continued growth as writers and as active community members. I am here to coach you through this process and help you achieve success in every way that I can. I am more than willing to help you work through those tougher parts of the class, but you need to communicate openly with me as this is an intense, involved class that expects a lot of self-discipline from you. If you feel that you are falling behind, you should let me know as soon as possible. If you ask, I will offer extra help and even direct you toward

others who can also help. Talk to me before or after class. Call or drop by during my office hours, or set up a scheduled conference appointment, email me or, for matters of dire importance that need help immediately, call my cell phone directly and leave a clear, specific message, including your telephone number. I will get back to you as soon as possible. *And remember, you can always turn to the Writing Center for help as well.* I look forward to sharing this journey with you and discovering what we can do together to make a positive difference in our world, right here and now. ~Cyndy

CAUTION: AS WE CO-CREATE THIS CLASS' ENVIRONMENT TOGETHER, OUR 'CLASS SYLLABUS' MAY SHIFT INTO NEW DIRECTIONS THIS SEMESTER; CHANGES MAY BE MADE BASED ON TEACHER DISCRETION AND/OR ON COLLECTIVE AGREEMENT...

ENGLISH 1A CLASS CONTRACT FOR FINAL GRADE OF "B"

Dear students in my 1A Course,

Imagine that this isn't an official course for credit at CR, but instead that you had all seen my advertisement in the paper and were freely coming to my home studio for a class in painting or cooking or computers (and paying me directly). We would have classes or workshops or lessons, but there would be no official grading. Of course, I'd give you evaluative feedback now and then (or often—depending on my style)—pointing out the good things you do and the places where I see problems. And I'd give you suggestions for improving your work. But I wouldn't put grades on your individual paintings or omelets or give you an official grade for the course.

Notice how different that evaluative situation would be from what we have in this course—where many of you are not here by choice, and I am obliged to give an official University grade. But I believe that home-studio situation is more conducive to learning.

My goal in this course, then, will be to approximate the evaluative conditions of a home studio course. That is, I will try to create a culture of support: a culture where you and I function as allies rather than adversaries and where you cooperate with classmates rather than compete with them. Conventional grading often leads students to think more about grades than about writing, to worry more about pleasing me or psyching me out than about figuring out what you really want to say or how you want to say it, to be reluctant to take risks with your writing, sometimes even to feel you are working against me or having to hide part of yourselves from me in order to get a better grade.

For these reasons, we have mutually decided by class discussion and majority vote to use this contract grading system in our course. I will give you plenty of feedback on much of your writing. But I will not put grades on your papers and my comments will have no effect on your final grade for the course—up to a grade of B. For the policy on higher grades, see below.

YOU ARE GUARANTEED TO RECEIVE A B IN THE CLASS IF (AND ONLY IF) YOU MEET ALL OF THE FOLLOWING CONDITIONS:

- 1) ***Attendance***—Outside of emergencies you can document legally or medically, miss no more than **four classes**. And if you miss a class where something is assigned, you still need to do the assignment and have it completed on time (calling the peers in your study group, or me at last resort, is essential here to find out what was missed) to avoid late penalties.
- 2) ***Lateness***—Don't be late very often and when you are late, follow the policies outlined on the syllabus. Note that excessive lates may be counted as absences, per the teacher's discretion. *If you are late or miss a class, you are still responsible for finding out what you missed and completing the assignment on time.*
- 3) ***Late Assignments***—Have no more than **2 late major assignment** (drafts of papers or a service project) and **4 late minor assignments** (such as homework, analytical logs, writing process journals, etc.). If you are absent on the day a draft or test is due, it is still your responsibility to get that work to me by the **beginning** of the class due date to avoid it being counted as late. If you are absent on the day other homework is due, it is your responsibility to get that work to me by the beginning of the first class you attend upon return from your absence to avoid it being counted as late. Late assignments will be accepted up to one week late. Assignments turned in after that will be read and commented upon but will receive a

grade of “0” and will count as a missing assignment. Documented legal or medical emergencies, of course, may negate some or all of the above, depending on the severity of the situation.

- 4) **Conferences**—Complete 2 conferences with the instructor as assigned.
- 5) **Missing Assignments**—Have no missing major assignments. Have no **more than 3 missing minor assignments**.
- 6) **Sharing and Responding**—Work cooperatively in groups. Be willing to participate fully in class discussions, share some of your writing, to listen to and respectfully & constructively critique the writing of others, and, when called for, give full, thoughtful responses.
- 7) **Formal writing assignments need to meet the following conditions:**
 - ⓐ All previous notes, drafts and feedback you received for each paper will be included in the final paper’s “working portfolio.” Final drafts submitted without this supporting work will count as late or missing (depending on what’s missing), per the above guidelines.
 - ⓑ Drafts—for each paper, you will compile three drafts (the first two will be critiqued by your peers, the last by me). Each of the first two drafts needs to be significantly different from one another, reflecting a different viewpoint, a different opinion, a different development, organization, etc...more on this later. For your third draft, don’t just correct or touch up previous drafts. Your revision needs to reshape, clarify, or relate your ideas to new things based on your peers’ comments, your conferences and your reflections upon their ideas. Keep in mind that each subsequent revision must show critical thinking and growth. Through the progression of papers in this class, your individual areas of thesis projection, development, organization, and style should also show improvement.
 - ⓒ For final portfolio drafts, each must be well copy-edited, free from most all mistakes in spelling and grammar which impede understanding, and correctly formatted. Through the progression of papers in this class, fewer mistakes in your individual problem areas of grammar/mechanics should be made.
 - ⓓ **Perplexity**—for every paper, you need to find some genuine questions or perplexity. That is, don’t just describe four obvious reasons why dishonesty is bad or why democracy is good. Root your paper in a felt question about honesty or democracy—a problem or an itch that itches you. Find depth beneath the murky surface waters of our time. Dig in! (*By the way, this is a crucial skill to learn for success in college: how to find a question that interests you and dig deep into it—even in a boring assignment.*)
 - ⓔ **Thinking**—having found perplexity, then use your paper to do some figuring out. Especially in earlier drafts, make some intellectual gears turn. Think out loud, or rather on paper, let your ideas move you and your reader, go somewhere, or have a line of thought that we can follow.
 - ⓕ Please don’t let these last two conditions scare you. I care more about you working through the question than about you finding a neat, tidy answer. It’s okay if your essays have some loose ends, some signs of struggle. But this lack of unity or neatness *needs to be a sign of effort*, not of the lack of it.

ABOUT GETTING A B+ OR AN A

As you can see, the grade of B depends on behaviors. Grades of B+ or A, however, also depend upon my judgment of the quality of your work. Thus you can get a B if you put in good time and effort. I expect each of you to get a B, and I will be pushing you to put in that time and effort. To get a B+ or an A, however, you not only have to meet all the above conditions for a B, but you also have to make your time and effort pay off into writing of genuine excellence. Your attendance/tardies should be at a minimum, if at all, as should your late assignments. You should not have any missing assignments. You should work hard at participating in class and in helping to encourage your peers to do the same. In your writing assignments, changes from draft to draft should be not only incremental but advanced, with well formulated essays displaying advanced use of thesis, development, organization, and style. You might even take the initiative to bring interesting ideas to class to discuss, point out further references on applicable topics we can all enjoy, etc. etc. All in all, for advance grades, I am looking for you to show me evidence of your advancement. Advancement from where you started in this class—in terms of critical thinking, reading, writing, class participation, activities, etc to where you ended on the last day of class.

ABOUT GRADES LOWER THAN A B

I hope no one will aim for these grades. The quickest way to slide to a C, D, or F is to miss classes and to show up without assignments. If this happens, I will make every effort to warn you through email and individual conferences. I will encourage you to push yourself further to succeed in this course. What you do with these warnings and encouragement is up to you. This much is nonnegotiable: you are not eligible for a passing grade of C- unless you have attended at least 14 of the 16 weeks worth of classes and completed at least 80% of the assignments by their due dates.

FINAL THOUGHTS

I hope you like this system. It will let you experiment and take chances in your writing and you can experience me as a coach and ally rather than someone to psych out or con because my criticism will not count against you. But you will probably have to work harder for a B here than in certain other courses, where, if you are good at a subject, you can skip class and browse the textbook and just show up for the exams. But I'm not asking for any more work here than I asked for when I graded in the regular way—and no more work than other 1A courses ask for. In other words, even though I am hoping this will be a “nice” system that frees you up for more creative thinking, I am not pretending to wield any more or less authority than if I graded in a conventional way. My goal is to use and focus my authority in a more productive way.

Sincerely Yours, *Cyndy Phillips*

I agree to abide by these conditions which our class discussed, voted on, and agreed upon on August 29, 2012.

Name (print) _____
Signature _____ Date: _____



5:30 PM Tentative Class Daily Plan (Fall 2012)

CAUTION: AS WE CO-CREATE THIS CLASS' ENVIRONMENT TOGETHER, OUR 'CLASS PLAN' MAY SHIFT INTO NEW DIRECTIONS THIS SEMESTER; THE GROUND MAY MOVE, DISAPPEAR, OR GROW BENEATH YOUR FEET. APPROACH THIS DYNAMIC SCHEDULE WITH THE SPIRIT OF CHANGE

<i>Week 1</i>	<i>Class Activities</i>	<i>Homework {always to be completed before our next class meeting, unless otherwise stated}</i>
Monday- Aug 27	Course Introduction and in-class activity	<ul style="list-style-type: none"> • Explore our class site on MyCR—print out syllabus.” Your syllabus is under “Syllabus” on MyCR. • Read and bring printed questions, if any, on your syllabus to our next class. • Consider our class grading contract and fill in the blanks as you see fit—come prepared to discuss/debate your ideas on our contract on Wednesday. • Read King’s Essay under “Assignments” on MyCR. • Purchase all required materials. • Bring your journal notebook to our next class {Note: from this point on, please always bring your journal notebook to class with you}.
Wednesday Aug 29	Syllabus questions Class grading contract discussion King analysis Review issues, claims, supporting points in relation to King Class writing exercise (ERLS #1)	<ul style="list-style-type: none"> • Print out your revised syllabus and 2 copies of your contract—bring a signed contract to class next Wednesday, keep the other one for your records. • Complete ERLS and PERLS #1—instructions & due dates posted on MyCR—bring print out of your post and your peers’ responses to our next class. • Review “Issues, Claims, Ideas” under “Lessons” on MyCR

Week 2	8/31=Last day to add a class (4PM)	9/7=Last day to drop with a refund
Monday- Sept 3	No class—Happy Labor Day!	<i>Smell some roses, swim in the ocean, play with children ☺</i>
Wednesday- Sept 5	GRADING CONTRACTS DUE. Discussion of ERLS & PERLS #1 (collect) Study group sign-ups Why analyze/argue? Thesis introduction In class movie— <i>I AM</i>	<ul style="list-style-type: none"> • 1 page, single-spaced, analysis of movie—See I AM Assignment on MyCR for instructions (Assignments) • Complete RLS & PERLS #2—instructions and due dates posted on MyCR (Assignments) • Read “Thesis Overview” on MyCR (Lesson) • Print out your daily plan (under MyCR Syllabus tab, far left)—refer to it often ☺
Week 3	9/9=Last day to drop w/o a “W”	
Monday Sept 10	Movie discussion Article discussion Writing workshop	<ul style="list-style-type: none"> • Complete RLS & PERLS #3 (No PERLS today)—instructions and due dates posted on MyCR (Assignments) • Read “MOP” and “Development” on MyCR (Lessons)
Wednesday- Sept 12	MOP & Development discussion Discuss MyCR articles in relation Brief movie(s) & discussion (??) Paper #1 introduced—conf. sign-up reminders	<ul style="list-style-type: none"> • Read “Writing Process,” “Formal Paper Criteria” & “Grading Rubric,” and “Introductions” on MyCR (Lessons) • Review Paper #1 Assignment sheet (Hand out) • Complete RLS & PERLS #4 (introductions)—check MyCR (Assignments) for instructions & due dates • Participation Log#1 Assigned—check MyCR (Assignments) for info (due next class)
Week 4	9/21=Last day to file P/NP option	
Monday- Sept 17	PAPER #1 INTRODUCTIONS DUE Models + peer response group writing workshop on introductions	<ul style="list-style-type: none"> • Prepare Paper #1’s first draft per the paper guidelines for peer review in our next class • TBA
Wednesday- Sept 19	PAPER #1 FIRST DRAFT DUE. Model + peer response group writing workshop	<ul style="list-style-type: none"> • Complete Participation Log#2—check MyCR (Assignments) for info (due next class) • TBA
Week 5		
Monday- Sept 24	Model + more response group time if needed Q & A/Thesis Exam if time	<ul style="list-style-type: none"> • Bring your first draft back to our next class • TBA
Wednesday- Sept 26	Organization Workshop	<ul style="list-style-type: none"> • Prepare Paper #1’s second draft per the paper guidelines for peer review in our next class—please leave your name off the paper • Participation Log#3 Assigned—check MyCR (Assignments) for info (due next class)
Week 6		
Monday- Oct 1	PAPER #1 SECOND DRAFT DUE. Stacked fishbowl responses writing workshop	<ul style="list-style-type: none"> • RLS & PERLS Assigned—check MyCR (Assignments) for info & due dates • TBA
Wednesday- Oct 3	Conclusions, grammar, and citation basics	<ul style="list-style-type: none"> • Read “Conclusions,” “Basic Grammar” and “MLA Citation Basics” on MyCR (Lessons)

	workshop	<ul style="list-style-type: none"> • Prepare Paper #1's third draft per the paper guidelines for our next class • Complete Participation Log#4—check MyCR (Assignments) for info (due next class)
Week 7		
Monday- Oct 8	PAPER #1 THIRD DRAFT DUE. Paper #2-4 & QL introduced Magazine article workshop	<ul style="list-style-type: none"> • Complete RLS & PERLS—check MyCR (Assignments) for instructions & due dates • Option #2 Folks—pay attention to your deadlines 😊 • TBA
Wednesday- Oct 10	Writing Workshop + TBA	<ul style="list-style-type: none"> • Complete RLS & PERLS—check MyCR (Assignments) for instructions & due dates • Complete source annotation assignment on MyCR (Assignments)—due Wednesday, October 22
Week 8		
Monday- Oct 15	RLS & PERLS class workshop	<ul style="list-style-type: none"> • TBA
Wednesday- Oct 17	Writing workshop + annotation model + peer response group writing workshop	<ul style="list-style-type: none"> • Prepare Paper #2's first draft per the paper guidelines for peer review in our next class • Complete Participation Log#5—check MyCR (Assignments) for info (due next class)
Week 9 10/26=Last day to petition to graduate		
Monday- Oct 22	PAPER #2 FIRST DRAFT DUE SOURCE ANNOTATION ASSIGNMENT DUE Peer response writing workshop	<ul style="list-style-type: none"> • TBA
Wednesday- Oct 24	OPTION #2 PAPER #4 FIRST DRAFT DUE Class writing workshop In-depth citations, signal phrases, and MLA works cited page lesson	<ul style="list-style-type: none"> • Read “In-depth MLA Citations” on MyCR (Lessons) • Prepare Paper #2's second draft per the paper guidelines for peer review in our next class • Complete Participation Log#6—check MyCR (Assignments) for info (due next class)
Week 10 11/2=Last day for both student initiated & faculty initiated withdrawals		
Monday- Oct 29	PAPER #2 SECOND DRAFT DUE Peer response writing workshop	<ul style="list-style-type: none"> • TBA
Wednesday- Oct 31	Continue peer response writing workshop as needed Intro to query letters QL writing workshop	<ul style="list-style-type: none"> • Prepare Paper #2's third draft for our next class • Complete Participation Log#7—check MyCR (Assignments) for info (due next class)
Week 11		
Monday- Nov 5	PAPER #2 THIRD DRAFT+ QUERY LETTER SECOND DRAFT DUE Intro final paper assignment (Paper #3)	<ul style="list-style-type: none"> • Complete ERLS & PERLS —see MyCR (Assignments) for instructions & due dates • TBA

	Class/small group brainstorming session Writing Workshop	
Wednesday- Nov 7	OPTION #2 PAPER #4 SECOND DRAFT DUE Writing workshop	<ul style="list-style-type: none"> • Prepare Paper #3's first draft per the paper guidelines for peer review next Wednesday • Complete Participation Log#8—check MyCR (Assignments) for info (due next Wednesday)
Week 12		
Monday- Nov 12	No class= Happy Veteran's Day!	<ul style="list-style-type: none"> • TBA
Wednesday- Nov 14	PAPER #3 FIRST DRAFT DUE Peer response writing workshop Writing Workshop	<ul style="list-style-type: none"> • Prepare Paper #3's second draft per the paper guidelines for peer review in our next class • Complete Participation Log#9—check MyCR (Assignments) for info (due next class)
Week 13		
Monday- Nov 19	PAPER #3 SECOND DRAFT DUE Peer response writing workshop	<ul style="list-style-type: none"> • TBA
Wednesday- Nov 21	Class conferences	<ul style="list-style-type: none"> • Prepare Paper #3's third draft per the paper guidelines for our next class • Participation Log#10 Assigned—check MyCR (Assignments) for info (due next class)
Week 14		
Monday- Nov 26	PAPER #3 FINAL DRAFT DUE OPTION #2 PAPER #4 DUE Peer responses QL writing workshop	<ul style="list-style-type: none"> • Make final revisions of essays & query letter (if applicable) to accompany paper #3—due next class
Wednesday- Nov 28	Class Final Paper Presentations	Final RLS—see instructions & due date on MyCR (Assignments)
Week 15		
Monday- Dec 3	Class Final Paper Presentations	<ul style="list-style-type: none"> • TBA
Wednesday- Dec 5	Class Final Paper Presentations	<ul style="list-style-type: none"> • Congratulations! You are sooooo done 😊 Take the night off, go to a yoga class, or spend some time at the beach. You deserve it.
Week 16 Finals week		
Wednesday Dec 10	3:15-5:15pm = Class Final Assessments & Potluck	