

Syllabus for: ENGLISH 1A: Analytical Reading & Writing	
Semester & Year:	Fall 2012
Course ID and Section Number:	English 1A E1689
Number of Credits/Units:	4
Day/Time:	Tuesday and Thursday 10:45-12:50
Location:	Forum 208
Instructor's Name:	Shannon Mondor
Contact Information:	Office location and hours: Writing Center T/TH 4:25 to 5:50 Phone: n/a call Humanities Office 707-476-4559 Email: shannon-mondor@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) : <ol style="list-style-type: none"> 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://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.	

“A mind that is stretched to a new idea never returns to its original dimension”

--Oliver Wendell Holmes

Identifying and Contact Information:

- **Course meets:** T/TH 10:45 AM-12:50 PM in Forum 208; T/TH 1:00-3:05 PM in Forum 206
- **Instructor:** Shannon Mondor
- **Email:** shannon-mondor@redwoods.edu *I check email daily
- **Writing Center Hours:** Tuesday and Thursday 4:25-5:50 PM
- **Mailbox:** Humanities Office Hallway, Forum 201 (look for the box labeled with my last name—top row)
- **Turnitin.com Information:** Class ID 10:45 section: 5431608 Password: pumpkin
Class ID 1:00 section: 5431613 Password: apple

Required Texts and Materials (available at the college bookstore):

Texts:

- ***They Say, I Say: The Moves That Matter in Academic Writing (Second Edition)***, Gerald Graff and Cathy Birkenstein, Norton, ISBN: 978-0-393-93361-1
- ***The Omnivore’s Dilemma (paperback edition)***, Michael Pollan, Penguin, ISBN: 978-0143038580
- ***The Academic Writer: A Brief Guide (second edition)***, Lisa Ede, Bedford/St. Martin’s, ISBN 978-0-312-65797-0

Materials:

- **Daily access to a computer, a printer, and the Internet**
- **An active MyCR email account**
- The ability to post/submit **Microsoft Word** compatible documents (no .wps or .pages)
- **Writing supplies to bring to every class:** pens, 2 different colored highlighters, 8 ½ x 11 paper
- Your very own **stapler** (loose papers will not be accepted)
- **4 folders** (One for final assessment portfolio and one for each Working Portfolio)
- A **3-ring binder** (to save and organize ALL your work from this course).
- A **USB Flash drive** for saving your work. Please be sure to back up all files in a few different ways (emailing them to yourself to save in a folder for this class is a very good idea).

Course Description and Overview:

This course is designed to develop your ability to express ideas in a coherent and persuasive written form appropriate for the college level. In this class, students will refine the ability to read critically and to recognize the qualities of effective academic writing. Students will produce writing based on memory, reflection, observation, discussions, analysis of readings, and source-based research. Students will also identify and reflect upon diverse writing processes and practices, with attention to how these techniques may be used effectively in different genres. Additionally, we will develop skills associated with the collaborative nature of writing and critique.

Revision and reflection form the core elements of this course, since they will help deepen your insights and critical abilities with language. The course will be student centered, meaning your active and informed participation is essential to our work—lectures will be scarce, so come prepared to engage and to discuss. Students in this course should form a community of supportive, engaged writers who take responsibility for learning, who can make

rhetorical choices to communicate effectively in various situations, who can compose strong analytic claims supported with credible evidence, and who are committed to improving each other's writing and thinking.

Course Theme: Food Matters—Writing About Food, Community, Class, and Culture

In this course, we will examine and write about how rhetoric and culture connect to food in our everyday lives, on both individual and social levels. We will look at food cultures, language about food, and representations of food as involving daily personal choices with very real social and material consequences. Our inquiry will be guided with careful analysis and creative unpacking of a cultural commonplace: you are what you eat.

If that common saying is true, then what are you? How and why does it matter what you eat? What guides the daily choices we make about food and the options we believe are available as we make those choices? What determines the significance ascribed to these choices, both individually and due to memberships in our various cultural groups? How and why might we intervene in established patterns and relationships with food, on either individual or cultural levels? Taking a critical look at something as allegedly simple as what you're eating for dinner tonight can promote new insights into how cultural values (as related to gender, class, race, or ethnicity, to name just a few) are continually reinscribed and at times challenged—both through food practices themselves and the rhetorical moves and situations giving meaning to these practices. This writing course will examine in as careful detail as possible the answers to the question what does our food mean?

We will begin with localized personal glances that will likely extend to global and transnational sites as we trace how and why certain foods are on our plates, and what those foods mean to us, to society, and to the planet on their varied journeys from seed to table. The class will examine and produce a spectrum of creative and analytical texts, including images and a film, as we think critically about food genres and food cultures.

English 1A Course Outcomes:

Active participation in this class will enhance your ability to do the following things:

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.

Course Requirements

The general rule for college classes is that for every hour spent in class, students should expect to spend a minimum of 2-3 hours working outside of class. For this 4-hour per week class, expect to spend **at least** 8-12 additional hours reading and writing to earn an average grade, depending on your entering skill level. Earning exemplary grades will require investing more time and a great deal more effort.

Major assignments for English 1A include:

- Several Field Note Observation Sessions and Written Reflections (750 words/2+ pages each).
- Three major papers (1200-2000 word academic essays & their accompanying Working Portfolios)

- A 6-8 page Research Project that includes a variety of genres (proposal, annotated bibliography, persuasive analysis paper featuring MLA style, oral presentation, alternative public genre)
- 15+ Reading Responses (500+ words each).
- Leading discussion for chosen sections of *The Omnivore's Dilemma* as part of a small group
- Individual and small group presentations
- Active, engaged participation in discussion and class activities.
- Peer Response Groups: Class time for all major papers and for some shorter papers where students participate in respectful, critical response to peer writing in small groups. To get credit you must be present, on time, and come prepared with all necessary materials (multiple copies of your draft).
- Regular in-class reading, writing, and discussions in groups of various sizes.
- An Assessment Portfolio (see below for details).

Meeting Deadlines:

Due Dates for all assignments will be found in the course calendar, which will be distributed during our second week. All assignments are due at the beginning of class, both in hard copy and posted to a MyCR Forum.

LATE WORK IS NOT ACCEPTED unless an extension has been requested and granted IN ADVANCE of the due date or unless you have official documentation to excuse an absence.

In general, technological difficulties, being late or absent, work/school/family/personal commitments, health issues, personal crises, etc... will NOT be accepted as after-the-fact excuses for late work. If you have a conflict, it is your responsibility to communicate with me IN ADVANCE of due dates to request an extension so that we can negotiate approved alternate submission of specific assignments. Only for students current on course work, regularly attending class, and actively participating, extensions may be provided in extenuating circumstances, but such decisions will be at the discretion of the instructor and will be made on an individual basis.

Also, while electronic submission of all assignments is required, posting digital copies of your work to MyCR will not substitute for bringing paper copies to class. Set aside a print budget to get you through the term. Give yourself ample time to print and post work well **before** class begins. Work will not be accepted for credit after class.

Expectations:

Because details of your homework and assignments will be explained and handed out in class when they are assigned, your **regular attendance is crucial** for success in the course and for understanding the expectations of individual assignments. Extensive independent reading and/or writing will be necessary for each class meeting, where you will often work individually or in small groups using the materials you've been asked to prepare ahead of time. Often, you will generate and/or revise writing assignments during class using techniques modeled for you by me or by your peers. Revision cannot occur if you do not bring assignments to class. Please stay on top of your work, since it forms the basis of many class activities. Coming prepared will help you make the most of class time.

All students are responsible for coming to class on time and prepared, for knowing when things are due, for asking questions about things they don't understand, and for contributing to an energetic and respectful learning community. By enrolling in this section of English 1A, you are committing to meeting our specific course goals and must be willing to participate in the activities and techniques involved in reaching these goals. Please understand

that genuine learning often involves discomfort with new and unfamiliar ideas and processes—expect to think deeply about challenging issues that don't have simple answers. Expect to stretch your capabilities.

How much you learn and how much your writing improves will depend on the effort and intensity of commitment you devote to this class, your willingness to interact and collaborate with each other, and your genuine engagement in course activities. Learning any activity involves exposure, motivation, practice, and feedback.

Finally, it is important that all members of this class show respect and tolerance for each other at all times. We will undoubtedly hold and explore different views on many issues, but that should not prevent us from listening to and learning from each other. Please conduct yourself in a respectful, professional manner appropriate for a college classroom. If any student is asked to leave due to inappropriate behavior, that student will receive an absence for the day.

The Assessment Portfolio

At the end of the course, you will be asked to compile and submit a final assessment portfolio of several pieces of writing written expressly for English 1A, along with a reflective cover letter. You will need to revise earlier writing significantly using feedback generated by your instructor, your peers, and perhaps Writing Center tutors.

This portfolio must contain 13-15 pages of polished writing (including the cover letter). The portfolio will be due during our scheduled final exam time. The Assessment Portfolio will be worth 25% of the course grade.

Any portfolio that does not meet submission requirements will be considered incomplete and will not be assessed, meaning you will not earn credit for this course. No student can pass this course without submitting a passing assessment portfolio that conforms to stated requirements.

The Working Portfolios:

The Major Paper Working Portfolios are a critical component of this class. Each major paper will be submitted in a folder along with all the smaller assignments and drafts that have contributed to its development. To document your developing writing skills, it is essential to **keep all the work you produce** for every assignment in class, at least until grades are posted. Keep both electronic and paper copies of your work. Back up the computer files!!

Working Portfolios offer information about your writing process and development that can be helpful in advising you—both in drafting subsequent papers and as you prepare and revise for the Assessment Portfolio. In addition, the Working Portfolio serves to guarantee the intellectual integrity of your work by providing a record of your ideas, labor, and efforts developing each paper specifically for this course. As such, the working portfolio can archive your developing writing process as well as safeguard you against charges of plagiarism.

Working portfolios will have cover sheets detailing point values for individual writing assignments expected to be in them. These sheets will need to be completed and submitted in class on the designated due date.

Paper Format:

Unless the writing occurs in class, all work you submit must be ready at the start of class on the due date. Papers should be typed using a standard 12-point double-spaced font (Times, Calibri) with one-inch margins and **stapled** in the left hand corner. It is fine to use clean recycled paper, meaning paper that already has printing on one side. For every assignment you turn in, use a single-spaced left-justified heading that includes your name, the instructor's name, the course number **and meeting time**, the assignment, the date, and the word count.

Example Heading: Student Name
 Ms. Shannon Mondor
 English 1A—T/TH 10:45 AM section
 Field Note #1
 October 9, 2012
 Word Count: 523

**For assignments longer than one page, have a right-aligned header with your last name and the page number, and date (see this syllabus as your example). This material can either be hand written or typed.

Grading Policy and Criteria

Major writing assignments will be considered developing until submitted in final form as part of the assessment portfolio at the end of the term. Major assignments will receive points on a credit/no credit basis for completing the required components of each working portfolio. Each major paper will have a cover sheet indicating all required assignments and their point values in the Working Portfolio. The revised draft of each essay in a working portfolio will receive a mark denoting quality, ranging from zero to ✓+ (full credit).

Some smaller and in-class assignments will be evaluated credit or no credit (✓/⊙). Most assignments will be given a mark denoting quality, ranging from ✓+, ✓, ✓-, or a zero. Work that does not meet minimum expectations of quality and/or length will not receive credit.

While the assignments will count as credit/no credit, their initial high quality will contribute to your increasing development as a writer and thinker. Working with your best, most well-developed drafts will ultimately help you produce the most impressive revised pieces for your final portfolio. I will provide written comments on your work to highlight your existing writing strengths, to share a reader's reaction to what you have communicated, and to suggest possible ways to improve through revision. Only by giving me the opportunity to respond to what you consider your best work can my advice truly help you improve and submit even better work in the assessment portfolio.

Breakdown of your Grade:

- **Citizenship and Course Work** **75%**

This part of your grade includes all the required reading and writing assignments as well as your preparedness, engagement, attitude, attendance, collaboration, in-class work, presentations, adherence to deadlines, and contributions to daily discussion and Peer Response Groups.

- **Major Essay Working Portfolios** 15%
- **Research Project** 15%
- **Short Formal Writings (including reading responses)** 30%
- **Presentations & Participation** 15%

- **Assessment Portfolio** 25%

Students must complete all major assignments in order to be eligible to submit an assessment portfolio: failure to write one or more of the required major essays or the research project (including the annotated bibliography) will make a student ineligible to earn credit for English 1A. Also, students must be passing with a 70 or above to submit an assessment portfolio.

Attendance Requirements:

The English Department Attendance Policy

Since regular attendance is a critical factor in student success, 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.

Missed assignments may be submitted only if the absence is excused or due to an emergency (as determined by the instructor). Excused absences require written medical, legal, or athletic documentation according to official college policy.

Attendance is mandatory for this class. I will take attendance at every class meeting. If you are absent, it is your responsibility to make arrangements to hand in work on time and to find out about work assigned, including changes in the schedule. Students who miss all or part of the first week of classes without contacting the instructor may be dropped from the class.

You may miss up to 2 classes with no consequence to your grade. You will lose 15 participation points for each of your 3rd and 4th absences. Being regularly absent, late, or unprepared for class will severely damage your ability to pass this course. **Missing 5 or more classes (more than 2 weeks) will result in an "F" for this course.**

**Students who have perfect attendance, participate actively, and submit all required assignments will receive a 3-point bonus to their final course grade, meaning a 90 would become a 93.

Other Important Matters:

Unplug: Please leave your personal electronic equipment turned **OFF and out of sight** while this class is in session. Phones should be stored in a backpack rather than left on the desktop or in your lap. Texting is not allowed in this class. Neither is listening to music, unless I indicate students can do so if they choose during a specific activity. Disrespecting this policy will result in one point deducted from your final course grade each time your technology interferes with our work. Repeated problems with this issue may require you to leave your devices on my desk.

Write for a Public Audience: Please note that all writing done for this course should be of a public nature, meaning that you should feel comfortable sharing it with your peers, the instructor, and a wider public audience. Expect your writing to be read and responded to in a diverse ways by a variety of readers. All work submitted for credit in this class must have been created **expressly and exclusively** for this course. Unless you indicate otherwise, I may use work produced in this class for professional or pedagogical purposes.

Get Connected: If you have questions or comments about the course, please share them with me. If you send an email, identify yourself by your name and the class section you are in and provide a context for your question or message so that I have enough information to give you a solid answer. I am open to negotiate *some* course policies based upon mitigating circumstances, but you must communicate with me in a **timely** manner in order for that to happen. Email is the best way to communicate with me. I check it daily.

Stay Connected: You will be expected to check MyCR regularly for course updates and for links to course related information, including handouts and readings. In addition, all writing assignments will need to be posted to MyCR. Major papers, including the research paper and the annotated bibliography, will also need to be posted to Turnitin.com, according to English Department policy. Activate your MyCR email account and check it several times each week, including the days we don't have class.

Academic Honesty:

Academic dishonesty, including plagiarism, has no place in the college setting. Turning in work you did not produce will do nothing to help you grow intellectually, nor will it satisfy the requirements of the course. Any student who knowingly submits work that is not his or her own OR work that has not been written expressly and exclusively for this course may fail the assignment and possibly the course. Depending on the severity of the offense, the student could ultimately face more serious disciplinary action from the college, including expulsion. **DO NOT CHEAT!**

Learning how to blend others' voices into your own work is an important academic skill that you will use in this course and throughout your academic and professional careers. We will devote class time to proper MLA documentation and citation of sources so that you develop confidence in these skills.

****ANY OUTSIDE SOURCES INCLUDED IN WRITING FOR THIS CLASS MUST BE DOCUMENTED, WHETHER SOURCES HAVE BEEN FORMALLY REQUIRED AS PART OF THE ASSIGNMENT DESCRIPTION OR NOT. BE RESPONSIBLE. KEEP TRACK OF WHERE YOU FIND INFORMATION—otherwise it cannot be used in your work.**

www.turnitin.com: Students are required to register with turnitin.com and to submit each of the major writing assignments there, including the revised pieces comprising the Assessment Portfolio. 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 grade book, and you will receive a "zero" for the essay.

Campus Writing Resources

- Writing Center (WC): The WC is located in the LRC. I **highly encourage** signing up for English 52, which gives you access to English instructors and peer tutors M-Th from 8:30 AM-7:25 PM and Fridays from 8:30 AM to 2:00 PM. For each ½ unit, students need to acquire 21 hours in the WC.
- ASC Tutoring: This FREE resource is a great option for students who want to schedule a writing conference for specific days and times.

Final Exam Policy / Plans

Final Assessment Portfolios are due during our scheduled Final Exam Meeting period (either on Tuesday, December 11 for the 10:45 section or Thursday, December 13 for the 1:00 section).