

Syllabus for: English 1A: Analytical Reading & Writing	
Semester & Year:	Spring 2013
Course ID and Section Number:	English 1A E1783
Number of Credits/Units:	4
Day/Time:	Monday and Wednesday 5:30-7:35
Location:	Forum 206
Instructor's Name:	Shannon Mondor
Contact Information:	Office location and hours: Writing Center Wednesdays 1:15 to 2:40 PM. Appointments at other times available upon request. 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.	

English 1A: Analytical Reading and Writing
Food Matters—Writing about Food, Community, and (Agri)Culture
Spring 2013 (4 units) CRN E1783-- 5:30 section

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

IDENTIFYING AND CONTACT INFORMATION:

- **Course meets:** MW 5:30-7:35 PM in Forum 206
- **Instructor:** Shannon Mondor
- **Email:** shannon-mondor@redwoods.edu *I check email daily. It’s the best way to communicate with me.
- **Writing Center Hours:** Wednesdays 1:15-2:40 PM
- **Office Hours:** I am available by appointment. Email me or speak to me before or after class to set up a time.
- **Mailbox:** Humanities Office Hallway, Forum 201 (look for the box labeled with my last name—top row)

- **Turnitin.com Information:** Class ID 5:30 section: 5875338 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
- All other course texts will be distributed in class or made available via MyCR.

Materials:

- **Daily access to a computer, a printer, and the Internet** (Be prepared to access MyCR every day.)
- **An active MyCR email account** (Check this regularly for announcements.)
- The ability to post/submit **Microsoft Word** compatible documents (no .wps or .pages please!)
- **Writing supplies to bring to every class:** pens, 2 different colored highlighters, 8 ½ x 11 lined paper
- Your very own personal **stapler** (Loose papers will not be accepted.)
- 2-5 **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.

COURSE DESCRIPTION AND OVERVIEW:

This course is designed to help students develop the 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 observation, experience, discussion, analysis of readings, reflection, and ethnographic or source-based research. Students will also identify and reflect upon diverse writing practices, with attention to how writing techniques may be used effectively in different genres to achieve intended purposes. Additionally, we will develop skills associated with the collaborative nature of writing and critique, which will include attention to treating writing as a recursive process.

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 active and informed participation of each student 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 both learning and teaching, who make rhetorical choices to communicate effectively, who 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, and (AGRI)CULTURE

In this course, we will examine and write about how writing, rhetoric, and culture connect to food in our everyday lives, on both individual and social levels. We will look at the production and distribution of food, food heritage and cultures, language about food, and representations of food as involving daily personal choices with significant social, cultural, and environmental consequences.

Careful analysis of the cultural commonplace “you are what you eat” will guide our inquiry for the semester and link personal choices and actions to their wider ramifications. If this common saying is true, then what are we? How and why does it matter what we eat? What guides the daily choices we make about food and the options we recognize as available when we make those choices? How and why might we intervene in established choices, patterns, and relationships with food, on either individual or cultural levels?

Taking a critical, analytical look at something as allegedly simple as what we’re eating for breakfast or dinner can promote new insights into how cultural values 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 provide the opportunity to examine the variety of possible answers to the question of what our food means—to us, to our families, to our communities, to our cultures, and to the land.

We will begin with analysis of personal participation in the food system that will likely extend to local, global, and transnational sites as we trace how and why certain foods are on our plates and examine what those foods mean to us, to society, and to the planet on their varied journeys from seed to table. Students will rhetorically examine a spectrum of texts, including food packaging and a film, as we think critically about food, and students will produce a variety of creative and analytical responses to these diverse texts.

ENGLISH 1A COURSE OUTCOMES:

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

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 most likely require investing more time and effort than the minimum.

Major assignments for English 1A include:

- Several Field Note Observation Sessions and a Reflection (600+ words each).
- Three major papers (1200-1800 word academic essays & their accompanying Working Portfolios)
- A 6-8 page Research Project requiring a variety of genres (proposal, annotated bibliography, persuasive analytical paper featuring MLA style and Works Cited, oral presentation, visual aid)
- 15+ Reading Responses (500+ words each).
- Leading discussion for a chosen section of *The Omnivore’s Dilemma* as part of a small group.
- Active, engaged participation in discussion and class activities.
- Peer Response Groups: Class time for major papers and 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, collaborative work, and discussions in groups of various sizes.
- An Assessment Portfolio (see below for details).

Meeting Deadlines:

Due Dates for all assignments are in the course calendar, which will be distributed no later than our first class meeting of the second week of classes. All assignments are due both in hard copy (properly formatted paper form) at the beginning of class AND posted to a MyCR Forum by midnight of the due date. To get full credit for assignments, they must be submitted both ways. In addition, all Major Papers and the final Assessment Portfolio must be submitted to Turnitin.com.

While posting digital copies of your work is required, submitting work to MyCR or Turnitin.com will not substitute for bringing paper copies to class. Give yourself ample time to print work well **before** class begins.

LATE WORK will result in significant grading penalties unless an extension has been requested and granted IN ADVANCE of the due date or unless official documentation excuses an absence.

The grade on work that is up to one class late (submitted before the beginning of next class) will be reduced by 25%. The grade on work that is up to two classes late will be reduced by 50%. Work will not be accepted more than one week after the original due date. In addition, comments and feedback may not be provided on late work. No credit will be earned for being unprepared (coming without a rough draft) or absent for peer response groups.

It is your responsibility to communicate with me IN ADVANCE of due dates to request an extension. For students current on course work and regularly attending class, occasional 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.

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 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 or revise writing assignments during class using new techniques modeled for you. Revision cannot occur if you do not bring assignments to class when they are initially due. Please stay on top of your work, since it forms the basis of many class activities.

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, complex 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 intensity of your commitment to this class, your willingness to interact and collaborate with each other, and your genuine engagement in course activities. As Jack Rawlins explains in his chapter "Learning to Write," (which you will read shortly) learning any activity involves exposure, motivation, practice, and feedback. I have designed this course to feature plenty of opportunities to practice the outcomes, get and give feedback, and expose you to interesting, thought-provoking texts and ideas. You need to bring the motivation to connect the course content to your goals and experiences and to remain attentive to deadlines and meeting minimum requirements of the assignments.

Finally, I expect all members of this class to 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.

The Assessment Portfolio

In the last few weeks of the course, you will compile and submit a final assessment portfolio of several revised pieces of writing, along with a reflective cover letter. You will need to revise earlier writing significantly using techniques learned in the course and feedback provided by me, 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 minimum 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 hard work and 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.

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 assignments expected to be in them. These sheets will need to be completed before class so that the work is ready to submit at the beginning of class on the designated due date. Working portfolios submitted without completed cover sheets will not be graded.

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. For every assignment you turn in, unless I indicate otherwise, 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
 February 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.

MyCR:

MyCR will be used extensively in this section of 1A. Please make it a habit to visit the site and explore what it contains. Under the "Syllabus" link is where I will post course documents, readings, and handouts I give out during class. Under the "Forums" link is where you will post all assignments that do not get submitted to Turnitin.com (basically all the work in the Short Formal Writing, Major Paper Working Portfolios, and Research Project categories). There will be many interesting links to websites and files related to the course theme under the "Resources" link. I will also post updated grades to the "Gradebook" at least every two weeks.

Grading Policy and Criteria:

Major writing assignments (the Major Papers and Persuasive Research Project) 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. Additionally, the revised draft of each essay in a working portfolio will receive a mark denoting quality, ranging from zero to ✓+ (full credit). The Major Paper Working Portfolios, then, will be a combination of credit/no credit for the required assignments leading up to the revised essay (prewriting, organization techniques, peer review, etc) and an assessment of the quality of the essay itself, for which students can earn partial or full credit.

Some smaller and in-class assignments will be evaluated credit or no credit (✓/⊙). Most assignments (including reading responses) will be given a mark denoting quality, ranging from ✓+, ✓, OK, ✓-, or a zero. Work that does not meet minimum expectations of quality and/or length will not receive credit. All word counts are MINIMUM, meaning you are welcome to write more than requested, but writing less will not earn 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 help you improve and submit even better work in the assessment portfolio.

<u>Grading Symbol</u>	<u>Point Value</u>	<u>Final Course Grades</u>	<u>Point Values</u>
✓+	100	A	93-100
✓	90	A-	90-92
OK	80	B+	87-89
✓-	70	B	83-86
⊙	0	B-	80-82
		C+	77-79
		C	70-76
		F	69 and under

Breakdown of your Grade:

1. 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, 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%**

2. Assessment Portfolio

25%

Students must complete all major writing 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, since this 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 for credit 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 potential changes in the schedule or due dates. 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 (a whole week!) 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.**

Coming to class less than 15 minutes late will count as 1/3 of an absence. Coming more than 15 minutes late will count as 1/2 an absence. These partial absences will count towards the total allowable absences, so please be mindful of your punctuality. Check in with me before leaving class to be sure that I have recorded your late arrival.

****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 may result in points deducted from your final course grade for your technology interfering 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. Also, unless you stipulate 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.

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 PRODUCED 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. Essays not submitted to Turnitin.com will not receive feedback.

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 22.5 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.

3:15 section: Monday, May 6 from 3:15 to 5:15 in Forum 206

5:30 section: Monday, May 6 from 5:30 to 7:30 in Forum 206

Please write down the contact information of three classmates here, in case you need to find out what happened in class on a day you're absent:

Name:	Phone #:	Email Address:
1. _____		
2. _____		
3. _____		