

<b>Syllabus for: English 1A – Analytical Reading &amp; Writing</b>	
<b>Semester &amp; Year:</b>	Summer 2013
<b>Course ID and Section Number:</b>	034536 #4536
<b>Number of Credits/Units:</b>	4
<b>Day/Time:</b>	MTWTh 11-12:30 p.m.
<b>Location:</b>	HSU HGH225
<b>Instructor's Name:</b>	Jacqui Cain
<b>Contact Information:</b>	<a href="mailto:Jacqui-cain@redwoods.edu">Jacqui-cain@redwoods.edu</a>
<p><b>Course Description:</b> 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.</p>	
<p><b>PREREQUISITE:</b> English 150 with a C grade or better or assessment recommendation for English 1A.</p>	
<p><b>Student Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Analyze argumentative claims.</li> <li>2. Respond to arguments with persuasive critical essays.</li> <li>3. Locate, synthesize, and document sources for use in response to arguments.</li> <li>4. Revise and edit for sentence structure and mechanics.</li> </ol>	
<p><b>Required Texts and Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>The Academic Writer</i>, 2<sup>nd</sup> edition, by Ede</li> <li>• <i>The Omnivore's Dilemma</i> (paperback edition), by Pollan</li> <li>• <i>A Pocket Style Manual</i>, 6<sup>th</sup> edition, by Sommers &amp; Hacker</li> <li>• Readings on MyCR <ul style="list-style-type: none"> <li>○ A composition notebook</li> <li>○ Access to the Internet</li> <li>○ Access to word processing and printing</li> <li>○ Flash storage device</li> </ul> </li> </ul>	
<p><b>Special accommodations:</b> 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 are an individual with a disability who requires an accommodation to maximize your success in academic programs or campus activities, contact Disabled Students Programs and Services (DSPS) located behind the bookstore in building T-20, Mon- Friday, 7:30 a.m. to 5:00 p.m., or call 476-4280, TDD 476-4282.</p>	

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<b>Instructor</b>	Jacqui Cain, M.A. Office Hours: by appointment (usually before or after class) Contact: <a href="mailto:jacquicain@gmail.com">jacquicain@gmail.com</a> or <a href="mailto:jacqui-cain@redwoods.edu">jacqui-cain@redwoods.edu</a>
<b>Catalog Description</b>	“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.”
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<b>Student Learning Outcomes</b>	In this course, you will learn to think like a critical reader and writer. By the end of the semester, you should be able to: <ol style="list-style-type: none"><li>5. Analyze argumentative claims.</li><li>6. Respond to arguments with persuasive critical essays.</li><li>7. Locate, synthesize, and document sources for use in response to arguments.</li><li>8. Revise and edit for sentence structure and mechanics.</li></ol>
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## Grading

Grades will be entered into the gradebook in MyCR before your assignments are returned to you in class. Please plan on checking your scores regularly and let me know right away if you see any errors, or if there is a score that you don't understand. Technology can be tricky, but I am quick to make corrections, so don't be shy about this. For all assignments and for the course, the grade scale is as follows:

A (100-93%)	A- (92.9-90%)	
B+ (89.9-87%)	B (86.9-83%)	B- (82.9-80%)
C+ (79.9-77%)	C (76.9-70%)	
D (69.9-60%)	anything below 60% = F	

Essay 1	100 points	(1200-1500 words)
Essay 2	150 points	(2000+)
Essay 3	100 points	(1200-1500 words)
Group Project	50 points	
Presentation	50 points	
Annotated Bibliography	100 points	
Peer Review	20 + 30 + 20 = 70 points	
Quizzes	4 x 10 points = 40 points	
Participation	38 classes x 5 points = 190 points	
Reading Response	10 x 15 points = 150 points	

**Total = 1000 points**

## Student Responsibilities

The general rule for college classes is that for every hour spent in class (6/wk), students should expect a minimum of 2-3 hours working outside of class: expect to spend at least 12-18 additional hours each week reading, writing, or doing other related activities. Your regular attendance is crucial for success and for understanding the expectations of individual assignments. Extensive independent reading and/or writing are required to be prepared for each class. Being prepared will improve your learning experience (and your grade). Not only will coming prepared help you make the most of class time, it is also crucial to the success of the others in the classroom as I will often ask you to work in groups.

**ASK QUESTIONS!!!** The only questions that you should not ask are things such as "when is the due date" and "what are we doing today," as you should already have that information at your fingertips. Everything else is welcomed, and encouraged!

## **Excused Absences & Attendance**

Medical or legal *emergencies* will be considered “excused” absences with documentation. Examples include a court date or a visit to the ER for the student or their dependent. Because your instructor allows for excused absences *only in rare circumstances*, students are strongly encouraged to miss class only when they absolutely must.

If you do miss a class and it is not for an emergency (as described above), I will assume that you have a very good reason and that is fine: we all know it happens. However, you are expected to come prepared for the next class session, and to have contacted another student to borrow lecture notes. I will upload copies of any worksheets or handouts to the “Resources” area of MyCR – so do check that before coming to the next class.

If you have to come late or leave early, please do so in a way that is not disruptive to the other students and make arrangements to get copies of lecture notes, etc. Five (5) points are awarded each day for participation, so you can expect to lose some of those points if you are not in attendance for the full class session.

## **Census Week**

Students who have missed two classes before the end of census week (the second week of the semester) will be dropped.

## **Revisions**

You have the option of rewriting both of the first two papers for a higher grade. The paper must have received a score of 85% or lower for you to rewrite, must be turned in *on time*, have gone through peer review, and you must meet with me in conference to discuss strategies for improving the essay. You can raise your grade all the way up to 100% for that assignment. You have until **one-week** after I have given you back your assessment critique to submit the revised essay. In other words, if I return your paper on a Thursday at 11:00 a.m. you have until the following Thursday at 10:59 a.m. to submit your revised paper.

**NOTE:** Please do not rely on the revisions policy to avoid putting in your best effort on the essays. This is an accelerated course; we are moving very quickly, and having to focus on revising previous work could keep you from doing well on the on-going assignments.

## Late Work/ Make-Ups

I understand that sometimes “life happens,” and so each student is allowed one, no-penalty 24-hour extension on any of the *essay* assignments or the annotated bibliography. These requests must be made prior to the deadline, NOT after the deadline. Also, this one time extension will not extend the **cut-off deadline**.

I will accept Essays #1-2 and the Reading Responses up to 3-days late with a 10% penalty for every 24-hours after the deadline. After 3-days, the essays will not be accepted and I will enter a grade of “zero” into the gradebook: this is the “**cut-off**” **deadline**.

Essay #3 is also the “final” for the course. **It will not be accepted late**. Essentially, not turning this in is the same as not showing up for the final exam – which means a zero for the assignment.

NOTE: If you ask for a 24-hour extension, that does not extend the **cut-off**. In other words, if you ask for an extension on Essay #2, and then you still can’t get it done, you only have the 3-days to submit it, including the extension. It does not give you 4-days before a zero is entered into the gradebook.

*Participation* points cannot be made up.

*Quizzes* will be returned during the next class session. Once a quiz has been returned, it cannot be made up. If you miss a quiz, you are responsible to contact me and make arrangements to take the quiz immediately before the next class session. In other words, if a quiz was given on Tuesday, June 4<sup>th</sup>, and you were unable to come to class that day – you must email me and ask to come in before the next class on June 5<sup>th</sup> to take the quiz. If you do not make these arrangements, then a grade of “zero” will be entered into the gradebook for that quiz.

## Other Classroom Policies

**Due Dates:** All due dates are posted in the Calendar. Work is due by the start of class. For example, if an essay is due on June 4<sup>th</sup>, that means it is due by 11:00 a.m. on June 4<sup>th</sup>.

**Breaks:** Class is only 90 minutes long and so we won’t be having breaks. I realize that sometimes it’s not possible, but I request that everyone try and use the restroom, text, etc., before class, or wait until after class is finished. If you have to leave, please do so as discretely as possible to avoid interrupting the rest of the class.

**Food:** Food is not permitted in the classroom. Drinks are allowed so long as you have a lid (so it won't spill). If you have a medical condition that requires you to eat please see me privately and we can make an accommodation.

**Electronics:** students may use electronic devices to take notes during class. All other types of technology, such as MP3 players, phones, or gaming devices, must be put away at the start of class. If you have a specific situation, such as you are expecting a call from the babysitter, please tell me in advance and if you have to answer the phone, please go outside.

**Behavior:** This is an environment of growth, openness, and mutual respect. Students are expected to arrive prepared and remain attentive and involved in the class. A student will be asked to leave the class for distracting, inattentive or disrespectful behavior. All judgment regarding what is appropriate behavior rests solely with me. At the same time, please let me know about any problems that may exist that I may be unaware of.

**Extra Credit:** Extra credit may be offered if a learning opportunity arises that I want to encourage students to participate in. For example, if a guest lecturer is on campus, or if the college is screening a film that would enhance the curriculum. Extra credit will not be offered just to help a student raise their grade.

**Contesting a Grade:** Students have one-week from the time an assignment has been returned to contest the grade: after that time the grade will stand. If for any reason you are not sure why you earned the grade you received, or if you unclear on the grading policies, or think that something in your work was overlooked or misunderstood by the, please do not hesitate to contact me immediately. This is especially true if you are thinking about revising your work and resubmitting it for a higher grade.

**Incompletes:** A student may request an Incomplete if they are passing and have turned in all of the major assignments except the final research essay. Incompletes are not automatically granted, and are only offered due to *extenuating circumstances*. For example, in the past, I have allowed an incomplete when a student was hospitalized during the last week of the course. They are not to be used to allow for vacations, or just for an extension on the final assignment.

## **Technology & Turnitin**

All essays must be formatted using the MLA style guides. To assist you, I have uploaded an MLA template to the Resources area in MyCR, and you are encouraged to use this.

All final draft of essays will be turned in through MyCR. You will find the area where you can do this under “Assignments.” College of the Redwoods’ English Department requires that all essays go through Turnitin. I will set this up in MyCR, so you will not have to do any additional steps. Once you submit it to the drop area, it will automatically go through Turnitin. Turnitin is designed to check for plagiarism. After you turn in your assignment, wait a few minutes and then go back and view the report that will appear. Read that report, and see if you accidentally used a quote, and forgot quotation marks, or if you see that you forgot to cite one of your sources. You will have the opportunity to resubmit your essay one time in case you made a mistake, so you will not be penalized for plagiarism if you go back and correct your work.

All essays must be submitted as .doc, .docx, or .rtf files. I cannot open .txt or .wps files. Please double-check, because if I can’t open it, I will have to count it as “late.”

If you have any technology problems, check out the “Ask CR” website, which you can find a link to at the top of CR’s homepage.

## **Academic Misconduct**

Cheating, plagiarism, 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 a zero for that assignment, and a second incident will result in an F for the course.

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

## **Changes**

This syllabus and schedule are subject to change in the event of extenuating circumstances. Any changes will be announced in class, and will be posted in the “Announcement” area of MyCR, which will generate an email to all students using the email address you submitted to College of the Redwoods when you registered.

## Course Calendar

**NOTE:** For all assignments where it says that we are going to do an exercise or lecture based on a reading (see Thursday, May 30<sup>th</sup>), students are required to have done the necessary reading PRIOR to class. Students who are unprepared will lose “Participation” points for that day.

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### WEEK ONE

Tues: 5/28

- Introduction to the course, syllabus and MyCR, and general introductions

Wed: 5/29

- Textbook walk-through
- Syllabus Scavenger hunt (group activity)
- Introduce Reading Response Assignment – bring drafts for “The Pleasure of Eating” by Berry tomorrow

Thurs: 5/30

- Review the drafts for the Reading Response (30 minutes) – you may edit in class, or if you don’t have time, you may complete this as homework, due next Monday.
  - Discussion on Chapter 1 of “The Academic Writer”
  - Grammar Game! Non-graded self-assessment
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### WEEK TWO

Mon: 6/3

- Reading Response #1 due
- Critical Reading Strategies
- Write reflective letter on “Personal Food Inventory”
- Distribute Essay #1 assignment

Tues: 6/4

- Grammar Review
- Lecture on Chapter 3 in “Academic Writer”
- Brainstorm/discuss Essay #1

Wed: 6/5

- Return and review Reading Response #1, provide model answers
- Discuss “What’s In a Package” and review drafts for Reading Response #2
- Grammar pre-Quiz (non-graded)

Thur: 6/6

- Reading Response #2 due “What’s In a Package”
- Watch the first hour+ of “Food Inc.”



## WEEK THREE

Mon: 6/10

- Grammar Quiz
- Watch the rest of “Food Inc.”
- Lecture “Developing a Working Thesis” in AW, pp.123-126
- In-class activity: Thesis Crafting

Tues: 6/11

- Lecture on AW Chapter 10 “Strategies for Drafting and Planning”
- Workshop: you will work in class on your drafts for Essay #1

Wed: 6/12

- 30 minute lecture on “Aristotle’s Three Appeals” AW, pp. 51-53
- Practice creating a “Precis” using the Aristotelian method
- Introduction to Peer Reviews

Thur: 6/13

- Reading Response #3 due
  - Peer Review for Essay #1 you must have at least 90% of your draft completed to participate (1 hour)
  - Discussion: “The Omnivore’s Dilemma” (30 minutes)
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## WEEK FOUR

Mon: 6/17

- Essay #1 due
- Grammar Review
- Distribute and discuss Essay #2

Tues: 6/18

- Lecture & Discussion: Toulmin Framework and Logical Fallacies (AW, p 95-100)

Wed: 6/19

- Logical Fallacies Jeopardy! (in-class game)
- Introduction to a Research Project – evaluating sources for bias, relevance and authorship (the four stages of research): **Chapter 6 in AW, p.155-164 and p.185-191**
- Grammar Review – Practice Quiz

Thur: 6/20

- Reading Response #4 due
- Discussion: “The Omnivore’s Dilemma”
- Proposals for Essay #2 – will work on in class – these are due on Monday

## **WEEK FIVE**

Mon: 6/24

- Grammar Quiz #2
- Proposals for Essay #2 due
- Lecture/Discussion: Plagiarism, strategies to avoid it

Tue: 6/25

- Research Strategies
- Introduction to the Annotated Bibliography Assignment

Wed: 6/26

- MLA citations
- Presentation on “Alternate Arguments” – non-text-based

Thur: 6/27

- Reading Response #5 due
  - Best Practices for in-text citations: AW p.194-198
  - Discussion: “The Omnivore’s Dilemma”
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## **WEEK SIX**

Mon: 7/1

- Second Proposals Due
- Grammar Review
- Lecture: Transitions

Tues: 7/2

- MLA Practice – students will create a Works Cited page and matching in-text citations

Wed: 7/3

- Reading Response #6 due
- Grammar Review – Practice Quiz
- Discussion: “The Omnivore’s Dilemma”
- Game Day!

## WEEK SEVEN

Mon: 7/8

- Grammar Quiz #3
- Bring in one (or more) Annotated Bibliography entry (citation and annotation) for instructor and peer review
- Students will be assigned into groups for collaboration and planning

Tue: 7/9

- Lecture on Chapter 12 in AW – “Strategies for Revision”
- Workshop: Group Projects and in-class help on Annotated Bibliography and drafting/research for Essay 2

Wed: 7/10

- Workshop: Group Projects and in-class help on Annotated Bibliography and drafting/research for Essay 2

Thur: 7/11

- Reading Response #7 due
  - Annotated Bibliography due
  - Discussion: “The Omnivore’s Dilemma”
  - Proofreading Techniques/Strategies and Practice
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## WEEK 8

Mon: 7/15

- Presentations

Tue: 7/16

- Presentations, cont.

Wed: 7/17

- Presentations, cont. – if needed
- Reflection on Presentations

Thu: 7/18

- Reading Response #8 due
- Group Report is due
- Discussion “The Omnivore’s Dilemma” – wrap up the book
- Peer Reviews Essay #2 (1-hour)

## **WEEK 9**

Mon: 7/22

- Essay #2 due
- Grammar Review
- Distribute Essay #3
- Hand back “Inventory” from the first week, free-write for Essay #3

Tue: 7/23

- Lecture on how to succeed on timed-writing assignments/exams

Wed: 7/24

- Practice outlining and drafting a timed-writing: “Replanting People” (provided)
- Grammar Review Practice Quiz

Thur: 7/25

- Reading Response #9 – this will be an in-class timed writing, 1-hour
- Grammar Quiz #4

## **WEEK TEN**

Mon: 7/29

- Watch the first hour+ of “The Harvest” followed by discussion

Tue: 7/30

- Watch the remaining 30 minutes of “The Harvest”
- Discussion of “The Harvest”

Wed: 7/31

- Peer Review Essay #3

Thu: 8/1

- Timed Writing – this will serve as Reading Response #10

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**ESSAY #3 IS OUR FINAL  
IT IS DUE AT 8 A.M. ON MONDAY, AUGUST 5<sup>th</sup>  
IT WILL NOT BE ACCEPTED LATE – SO PLAN AHEAD!**

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