

Syllabus for: (name of class) English 1A: Analytical Reading and Writing	
Semester & Year:	Fall 2013
Course ID and Section Number:	ENGL-1A-E4026
Number of Credits/Units:	4
Day/Time:	MWF 2:50-4:05
Location:	SS 109
Instructor's Name:	Manousos
Contact Information:	Office location and hours: N/A Phone: N/A Email: lesley-manousos@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. <i>Prerequisite: ENGL 150.</i>	
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 Fall 2013 (4 units)

M/W/F 2:50PM-4:05PM

SS 109

M/W/F 4:30PM-5:45PM

SS 109

Contact Information:

Instructor: Lesley Manousos

Email: lesley-manousos@redwoods.edu

Office hours: by appointment

Writing Center hours: M 6:00-7:25PM and F 1:15-2:40PM

Required Course Materials:

- Maasik, Sonia and Jack Solomon, Eds. Signs of Life in the USA. 7th ed. Bedford/St. Martin's: Boston, 2012.
- Pollan, Michael. In Defense of Food. The Penguin Press: New York, 2008.
- Purdue Online Writing Lab (OWL). Search online using "Purdue OWL" to access this resource.
- A single subject notebook for in-class writing.
- A binder or folder for storing all course work (completed and in progress).

- Access to computer with Internet and word-processing capabilities (enrollment in English 52 allows access to Writing Center facilities).
- A flash drive
- One letter-size paper file folder (for submitting final drafts of papers).

Course Overview:

What it says in CR Catalogue: A transfer-level course in critical reading and reasoned writing. Students analyze issues and claims presented in visual, oral, or written arguments and write analytical and argumentative essays based on those issues. Research and source-based writing, employing correct MLA documentation, is required. *Prerequisite: ENGL 150.*

What this means for you: This class will function in many ways as a writing workshop, with class meetings often involving peer review and group work. Most classes will start with brief in-class writings, and then consist of class discussions, brief lectures and lots of writing. Your writing will consist of in-class writing, homework reading responses, and essay writing. All of your out-of-class writing will need to be word-processed, so be prepared to use your computer skills, or ask for help if needed.

The content of this class will come from many facets of popular culture, but with an emphasis on consumption—both the “consumption” of goods and, literally, the consumption of food. During the course of the semester we will analyze advertisements, movies, essays and academic writing. We are all consumers in both senses of the word, so we can draw on our own knowledge and experiences when using consumption as a lens through which to analyze our culture. Certainly, once we start to think analytically about our own lives we can then, hopefully, apply this analytical lens to everything we observe in the world around us, and perhaps in the process become active and engaged citizens rather than passive consumers of popular culture.

Course Learning Outcomes:

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:

Reading: (Donald Murray, renowned composition theorist, once said, “Write to learn how to

read, and read to learn how to write.”) In this class, we will use this premise to reinforce the link between good reading and good writing; as such, you will be required to read *In Defense of Food* and essays from *Signs of Life*, and complete various reading assignments, including annotating, summarizing, critiquing, and analyzing rhetoric.

Over the course of the semester you will complete 8 brief reading responses where you will practice summarizing and analyzing texts, and towards the end of the semester, you will complete 4 Formal Reading Responses, which will require you to demonstrate mastery of the skills mentioned above. Detailed guidelines for your responses will be outlined in the “Formal Reading Responses” handout— please follow these guidelines to ensure your success in this heavily-weighted portion of the class.

Working Portfolio: Over the course of the term, you will be required to write three analytical essays; each assignment should reflect your knowledge of the writing conventions we will study in class: (thesis, support, organization, audience awareness, coherence, intro/concluding strategies, and grammar) and must demonstrate critical thinking. For each essay, you are required to show evidence of the various steps in your writing process, including pre-writes, drafts, revised drafts, and peer-group feedback. For all of the essays you will be required to incorporate support from articles/books we have read in class, and for the final essay you will include varied outside sources. For each of the three papers, you will produce three drafts. Essay assignments are as follows:

- Advertising Analysis Essay 3-4 pages
- Thesis driven analysis of *WALL-E* 3-4 pages
- *In Defense of Food* Analytical Research Essay 6-7 pages

Cover Letters:

Each draft of an essay that you submit for out-of-class review either by your peers or me needs to be accompanied by a cover letter. Your cover letter gives you the opportunity to address a number of issues, which may include questions you ask the reader about content, form, clarity etc. The letter also allows you to explain the direction the paper will be going in and also clarify any areas you think may be confusing for the reader. This is your opportunity to enter into a dialog with your reader.

Grading Criteria:

- 2 x papers = 20%
- 1x research essay= 15%
- 4 formal reading responses = 20%
- 8 Short reading responses = 24%

- 2 out-of-class formal peer reviews = 6%
- Grammar and Mechanics Quiz = 5%
- In-class journal writing 5%
- Active participation = 5%

Letter grades for essays and formal reading responses will reflect the following criteria:

A = Exceptional work.

B = Fulfills and goes beyond assignment requirements.

C = Fulfills assignment requirements.

D/F = Does not meet minimum assignment requirements.

Final letter grades will be based on the following: 93-100=A / 90-92=A- / 87-89=B+ / 83-86=B / 80-82=B- / 77-79=C+ / 70-76=C / 60-69=D / 59 and below=F.

Deadlines and Makeup Policy:

This class moves quickly and involves a great deal of work, work that I expect to be turned in on time, and obtaining information missed as a result of an absence is always *your* responsibility. This is a foundational college level transferable class, as such I expect that all papers will be correctly formatted and turned in on the due date. All papers and assignments are due on time, no exceptions. *“No exceptions” means you are still required to get your work in if you are absent, have car trouble, printer problems, family issues, etc. “On time” means hard copies in my hands at time of collection. **Make sure you have the email addresses and phone numbers of a couple of your classmates so that if you are absent, you can arrange to have them turn in your work for you.***

The English Department Attendance Policy:

Students at the College are expected to attend all sessions of each class in which they are enrolled. Absences will be considered excessive if a student misses more than two weeks of classes. For example, if a class meets three times a week, students should not exceed 6 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. **Last day to withdraw from class with a “W”: 11/1/13**

Excused absences require written medical, legal, or athletic documentation.

Because much of the classroom work you do is with your peers, your absence will adversely affect your peer group. *If you miss class it is your responsibility to contact your peer group if a group activity was scheduled for that day.* **Also, if you are more than 10 minutes late to a class meeting you are still welcome to attend but be aware that you will be marked absent for that day.**

Participation:

As group work and participation are vital to the success of this course, *I expect you to come to class prepared every day.* Attendance not only includes your physical presence, but your mental presence as well; as participation is graded, I expect to see each person taking an active role in this class.

Conduct:

This class involves a great deal of class discussion; during this exchange of ideas I expect all of us to be respectful, patient and open-minded in our interactions with each other. To this end, please be aware that the use of sexist, racist, or homophobic language will on no account be tolerated.

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<http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf>

Plagiarism takes a variety of forms and includes downloading papers from an on-line paper service, to incorrectly (even inadvertently) citing sources used in research papers, to handing in another's homework as one's own. A complete discussion of plagiarism will take place in class.

Turnitin.com:

To help detect plagiarism, CR uses **turnitin.com**—for each of your three essays, you will be required to upload your final draft to the site, and submit a printed receipt from Turnitin.com when you turn in your paper to me. This is a requirement of the English Department, not an option, and essays will not receive credit until I have received your receipt. More details and instructions will be given in class.

Campus Resources:

Writing Center: Enrolling in English 52 will allow you full access to the Writing Center, including assistance from English instructors and peer tutors, and use of internet, word-processing, and printing. See the Engl. 52 handout, available at the Writing Center, for more information.

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MLA Document Format:

All drafts must use Times New Roman font and conform to MLA guidelines for document formats. MLA format requires

- One-inch margins, top, bottom, left and right
- Double-spacing throughout the text
- A half-inch indentation to indicate a new paragraph (*not* an additional skipped line!)
- A running header with the author's last name and the page number in the upper right-hand corner

- A four-line heading on the first page of the document, flush to the left-hand margin, consisting of the writer's name, the instructor's name, the course name and number, and the date
- The paper's title, centered