

Syllabus for: ENGL 1A: Analytical Reading & Writing	
Semester & Year:	Spring 2014
Course ID and Section Number:	ENGL-1A-4881
Number of Credits/Units:	4
Day/Time:	TThF 11:40 a.m.
Location:	SS 109
Instructor's Name:	Baku, Carla
Contact Information:	Office hours: Tues/Thurs, 1:20-2:00, by appt. Email: carla-baku@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://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf	
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.	

ENGL 1A – Analytical Reading & Writing

Food for Thought

Contact Information:

- **Course meets:** SS109, TThF, 10:05 a.m. OR 11:40 a.m.
- **Instructor:** Carla Baku
- **Email:** carla-baku@redwoods.edu *This is my preferred means of contact, and is your most efficient means of communicating with me. I check email daily.*
- **Office hours:** Tues/Thurs 1:20 – 2:00 **by appointment.**
- **Drop box:** In humanities bldg. *See drop box guidelines listed under “Other Expectations,” p 12.*
- **Turnitin.com submission info:** Class ID 10:05 section: 7506073 Password: ss109
Class ID 11:40 section: 7506095 Password: ss109



Warren Wilson MFA Program for Writers

Goals & Expected Outcomes:

Welcome, writers! The primary goal of this course is to develop your ability to engage the academic conversation – and the great conversation of life among thinking persons – at a more sophisticated level. To accomplish this, you will hone your faculties of critical thinking and analysis, then apply what you learn to your reading, writing and conversing. Even when we strongly disagree with the primary premise of another point of view, it is possible to evaluate an argument using reason and intellect. *Effectual, egalitarian communication lies at the heart of this class and is the hallmark of a comprehensive education. Bearing this in mind, it is imperative that we treat each other with the utmost dignity and respect, allowing for widely divergent opinions and beliefs.*

Prerequisite: English 150 with a C grade or better, or assessment recommendation for English 1A.

Theme:

In this section of English 1A, we'll use the topics of food and culture as a frame for examining, developing, and rebutting arguments. *Everyone* has an opinion about food. Have you inherited your food habits from the culture of your family? Do you base your choices on taste or on environmental concerns? Perhaps your dietary guidelines are spiritual or religious. What is punk food? What is a food desert? This semester we'll be exploring a gamut of debatable stances regarding food preferences, production, and profitability.

“We must eat. If, in the face of that dread fact, we can find other nourishment, and tolerance and compassion for it, we'll be no less full of human dignity.” - M.F.K. Fisher

Required Texts & Materials

- *The Omnivore's Dilemma*, Michael Pollan; *The MLA Handbook for Writers of Research Papers, 7th Edition*; *Farm City*, Novella Carpenter.
- Course Packet: **Required**. For sale at Scrapper's Edge in Eureka: 728 4th Street (4th and I), 707-445-9891. (Cost of packet is approx. \$17-\$18.)
- A ready supply of black or dark blue pens (no red or brightly colored ink).
- Lined, loose-leaf binder paper. (Paper from spiral bound notebooks will NOT substitute.)

- Three pocket folders—clean and in good repair, with your name written on the front cover.
- Three-ring binder—for class handouts, class packet, and to keep your life organized (see “Semester Portfolio,” at the top of page 4, below).
- Stapler! (Loose papers will NOT be accepted.)

Technology Musts

- Regular access to a computer, the Internet, email you check **daily**, and a reliable printer/printer ink. Computers and printers are available for use in the LRC and the Writing Center (for those enrolled in English 52).
- Access to a word processing program that is MS Word compatible. Because I frequently provide assignment feedback via email in Word, you **MUST** be able to produce and receive .docx documents (no .wps or .page documents accepted).
- **You must know how to use MyCR.** MyCR is information central for our class. I **regularly** use MyCR to provide necessary class resources, to send personal messages, make general announcements, attach documents, provide grade information, and share links to Internet sites. MyCR is also the venue for posting your weekly reading responses. If you are new to MyCR, go there and familiarize yourself as soon as possible, as we will be using that resource immediately; check the site regularly for messages and class announcements.
- Flash drive or similar method of data transfer. This is important. The computers on campus do NOT allow you to save your work, not even long enough to email it to yourself (or to me). Having your flash drive handy can save you a great deal of stress. There are a few flash drives available for temporary checkout in the library, but they aren’t available near closing time.
- Your cell phone: **During class time, it does not exist**, unless you have a serious emergency.
- **Do NOT** run out of gas, paper, or printer ink. These things need to be part of your educational budget. Plan ahead for your own success.

Assignments Breakdown:

Essays:	
· Essay 1—Discovery	100 points
· Essay 2—Argument	150 points
· Essay 3—Solution	200 points
Assignments/Tests	
· Worksheets, quizzes, journal writing, etc.	200 points
Reading responses	110 points
Discussion lead	10 points
Final Exam	50 points
Participation:	180 points
Total Possible:	1000 points

Grades Breakdown:

A	= 930 – 1000 (93-100%)
A-	= 900 – 929 (90-92%)
B+	= 870 – 899 (87-89%)
B	= 830 – 869 (83-86%)
B-	= 800 – 829 (80-82%)
C+	= 770 – 799 (77-79%)
C	= 700 – 769 (70-76%)
D	= 600 – 699 (60-69%)
F	≤ 599 (59%-)

Finals Schedule:

10:00 class: Thurs. 5/15, 10:45 a.m. – 12:45

11:40 class: Tues. 5/13, 10:45 a.m. – 12:45

Semester Portfolio:

In your three-ring binder, **please save all your work this semester**. This portfolio keeps your work and class handouts in order. It also provides a record of your improvement as an academic writer and proof of your work should a grade not get recorded or be recorded incorrectly. For students who intend to transfer to a four-year university, copies of your syllabi are sometimes required when transferring credits; it's a good idea to save a copy of all syllabi for possible future reference.

The Essays:

You will write three primary essays this semester. In total, the essays comprise 45% of your final grade in the course. The grading rubric used for the essays is in your course packet.

- **Essay 1** is a discovery essay based on our food theme. In it, you will choose a topic that is of particular interest to you and you will practice crafting a debatable thesis. You will use credible source support and practice proper MLA formatting. 4 pg. minimum, 100 points (10% of your final grade). **Due: Tuesday, February 25.**
- **Essay 2** is an argumentative essay based primarily on issues in *The Omnivore's Dilemma* and *Food, Inc.* In this essay, you will not only create a strong, debatable argument on a position, you will include a **well-crafted representation of an opposing stance** or stances. You will build on what you learned in Essay #1, using more sophisticated reasoning skills and advancing your facility with MLA citation. 5 page minimum, 150 points (15% of your final grade). **Due: Thursday, April 3.**
- **Essay 3** is a research essay in which you will assert a *solution-oriented* argument. Building on skills honed in the previous two essays, you will skillfully use primary and secondary sources of research using appropriate MLA style guidelines, and will build a comprehensive annotated works cited page. 6 page minimum, 200 points (20% of your final grade). **Due: Thursday, May 8.**

Essay Draft Workshop

Two crucial components of writing involve your early creative work, as well as the Draft Workshop revisions that help shape your final draft. **Evidence of all this work will be turned in, along with the essay, on the due date.**

In our Draft Workshop sessions, you will collaborate to give and receive feedback on your first draft work-in-progress. For workshop, you will be part of an assigned workshop group. Workshop functions as follows:

- Group members send to each other, and the instructor, a **complete** rough draft on the assigned due date, via the "Messages" function of MyCR.
- You will print a hard copy of each essay draft sent to you.
- Using provided guidelines, you'll offer each of your group members a **thorough** and **specific** read of his or her essay, completing the peer feedback worksheet, **and** making notes directly onto the essay draft. Group members will do the same for you.
- **The workshops are an essential part of the essay-writing process;** absences are not acceptable on Draft Workshop days unless you have a verifiable emergency (doctor's note or police report, etc.). **If you do not send your essay draft to your group by the assigned**

deadline or if you arrive to class unprepared to give and receive feedback, you will not be allowed to participate in workshop. As a result, you will receive zero out of 25 possible points for the workshop and will take a hit on your essay grade. Essay first drafts are worth 25% of the value of each paper. Thus, you cannot go higher than a “C” on a final draft of a paper if you have missed the draft workshop due to absence or nonparticipation.

Automatic D

If the minimum page count for an essay is four pages and you turn in three-and-three-quarters pages, I will give you an automatic D, without having read your essay. I will not expend extra effort when you, clearly, have not. Please be aware that if you make formatting choices in the essay that serve primarily to fill up your minimum page requirement—putting information in extensive bullet lists, changing font/margin size, or adding extra space between paragraphs, for example—I will consider that a breach of the minimum page requirement and mark your essay accordingly.

Essay Revision

On the first two essays, you may revise your paper for a higher grade **if your grade is a B- or lower** (including those incurred because of an automatic D or a turnitin.com late penalty). **The maximum grade possible for a revised essay is 85% (B).** This revision must be *substantial*, meaning you have not only corrected grammatical and mechanical errors, but have made significant changes of substance: deepening your argument, extending your research, improving the essay’s structure. You must also see a tutor (see “Getting Help,” p. 12) or meet with me to review your revisions and concerns, and get a Tutor Conference sheet signed before resubmitting your revision. You have **two weeks from the return of your original graded essay** to complete this revision. Because of semester time constraints, Essay 3 may NOT be revised.

Late Essay

You will be allowed one late essay (*final draft*) for this course, on Essay 1 or Essay 2, only. You must attach as a cover sheet the “Late Essay Coupon,” letting me know that you are exercising this privilege. **DON’T** hand in the coupon alone and don’t tell me why the essay is late—the reason is irrelevant. **You have one week—7 days—from the original due date to turn in your late essay, in class.**

Essay Submission

1. Submit essay to turnitin.com **before** turning over the hard copy in class. I highly advise printing out the receipt page after making the submission, in case your submission records and mine should conflict.
2. Assemble your essay folder, with stapled essay in the right pocket. Complete the essay portfolio checklist; place it on top of all writing-process materials, clip everything together with a large paperclip, and place in left pocket. Make sure your name and the time of your class (10:05 or 11:40) is on the front of the folder.
3. Hand in essay, at the start of class, on indicated due date. Do not come to class late and/or ask if you can turn in the essay later in the day.
4. Graded essays will be returned within two weeks of submission.



Turnitin.com

Turnitin.com analyzes work submitted and generates an “originality report” to ensure that all work is original to you and that your sources have been properly attributed (see “Plagiarism,” p. 6). When you submit your essay, you should check the originality report; if the report reveals that some work has not been properly cited, you may revise the essay and then resubmit it to turnitin. If your work is properly attributed but still generates a high percentage number, the balance between your own writing and your sources is skewed too heavily toward sources; remember that *your* writing is foundational and should make up the greater percentage of your essay. My rule of thumb is that your originality report number should be **20% MAX** (less is better); 20% means that 80% of your writing shows as original. By generating an originality report, turnitin can help you improve your citation skills. It is important to note, however, that resubmission of an essay revision is only possible **BEFORE** the due date/time.

To get set up on Turnitin for the first time, go to www.turnitin.com. At the top of the page, click on “Create Account” and follow the steps required. The **class ID# and password** you need are provided under the “Contact Information” heading on page two of this syllabus.

Turnitin.com Fail

1. If the essay is not submitted to turnitin.com **PRIOR** to submitting your hard copy in class, you will receive **zero points** for the paper. Your essay will be returned along with a “Turnitin Fail” cover sheet.
2. You can rectify this problem by submitting your essay to turnitin.com and re-submitting to me your hard-copy essay with the “Turnitin Fail” cover sheet filled out and signed by you. **You only have until the next class meeting to complete these steps. Otherwise your zero grade will be permanent.**
3. Papers that must be re-graded under the above circumstances lose a half grade (5%) as consequence (e.g., a B+ paper becomes a B; a C paper becomes a C-, and so on).

Essay Formatting

All essays, including your draft essays, will be typed according to MLA format (described in your *MLA Handbook*, sections 4.1 – 4.8): 12 pt. font, Times New Roman, double-spaced, 1-inch margins all around, header with last name/p. # in upper right-hand corner. Double-check for formatting accuracy, as it does count toward your grade. Properly formatted sample essays are included in your class packet and are an excellent reference during the proofreading process.

Plagiarism

Learning how to integrate source material into your own analysis is one of the key skills you will practice in English 1A. You will have time in class and in homework assignments to develop your ability to blend quoted, summarized, and paraphrased material into your essays.

Anytime you include outside material in your work—whether you have used an exact quote or have summarized the ideas of another—you absolutely **MUST** attribute that material to its source. If you do not, you are plagiarizing. Changing or rearranging words from the original source does not make it your work!

While I encourage students to share resources they find useful in their research, it is **NOT** acceptable to essentially mimic or recreate the work of another and submit that work as your

own. If I discover you have done this, you will fail the assignment and risk failing out of the class.

Turning in work you did not produce will do nothing to help you grow intellectually, nor will it satisfy the requirements of English 1A. A student who knowingly submits work that is not his or her own OR submits work that has not been written *expressly and exclusively for this class* will fail the assignment and risk failing out of the class. Depending on the severity of the offense, the student could ultimately face more serious disciplinary action from the college, including expulsion.

Quizzes and Assignments:

Throughout the semester there will be short quizzes on information covered in the reading and lectures. Quizzes will most often happen in the first few minutes of class and because the intent of these quizzes is to reinforce what we're learning as we go, they will often be open book/open note. Therefore, be on time and *always* bring your books and materials to class. Electronic sources—laptops, tablets, smart phones, etc.—CANNOT be used for quizzes. Missed quizzes cannot be made up unless the absence is verified with documentation.

Other assignments will include work on proper MLA style, grammar and punctuation, and a variety of concerns vital to your development as a competent, college-level reader and writer.

Reading Responses:

Analytical reading is one crucial tenet of your English 1A semester. **Reading for this class is rigorous** and will fall into three basic categories:

- **Our theme of food and culture**—*The Omnivore's Dilemma*, selections from our class packet, *Farm City*, handouts, and as assigned.
- **The skills you need to use write at an appropriately academic level**—*MLA Handbook*, selections from our class packet, and readings/handouts gleaned from the Internet as assigned, such as Purdue University's *The OWL*.
- **Reinforcement of grammar and mechanical skills**—*MLA Handbook*, selections from our class packet, handouts, and as assigned.

Each week, you will post **two** written reading responses—based on a prompt (see below) provided by Carla—on the MyCR discussion forum. Unless otherwise stated, both reading responses are due no later than 11:00 p.m. on Tuesdays. **Late responses will receive a zero.** You are also required to post two comments on the reading responses of your classmates (see “Response comments” on page 8, below, for details.) Classmate comments have a posting deadline of 11 p.m. on Wednesdays.

With few exceptions, you will always have a full week to complete the assigned reading and post your responses. Waiting until the last possible minute to post a response is not the optimal way to navigate, for two reasons: first, you deprive your classmates from the opportunity to read, ponder and respond to you; second, the quality of your responses and comments will be diminished because you are rushing to finish.

Note: *Always bring a hard copy printout of your reading responses to class on Fridays.* You will rarely turn these in, but during class discussion you will need to refer back to what you wrote.

Reading Response Guidelines:

- **To post:** On MyCR, choose “Discussion Forums” from the menu column on the left. Click on “Class Discussions.” Click on the prompt you’re answering, then click the “post reply” button and type in or paste your reading response. **Keep the subject line as is**, which will be, for example, “Re:RR1 Prompt—Carla Baku.”

After perusing the reading responses of your classmates, leave your brief, intelligent comment for at least two of them. Be sure you make it clear in your comment to whom you are commenting, either by using the ‘quote’ feature, by mentioning the classmate by name, or by changing the subject line on your classmate comment to: “Comment to Sam Smith.” Remember that you will post one reading response and two classmate comments for **EACH PROMPT**.

- **Quality of response:** A strong reading response will show your *critical engagement* with the assigned reading. Reading responses should NOT summarize what the author wrote—this is not a book report. Your reading audience—in this case, your instructor and your classmates—have read the material themselves and are interested in knowing what you think about the reading. I invite you to push yourself into the sometimes uncomfortable place of grappling with new ideas or wrestling with old ideas in a new way.
- **Word count:** Minimum of 300 words *each* (in other words, every week you’ll be creating two responses of 300+ words apiece). Failing to meet the *minimum* word count will result in lost points.
- **Response comments:** In addition to posting your own reading response, you will also write a minimum of two brief, intelligent comments on the responses of two classmates. I do not specify a minimum word count for these comments; the criteria is that the comment be *intelligent*.
- **Proper English:** Although less formal than the writing required in your essays, your reading responses will nevertheless observe the conventions of proper English grammar and spelling. Proofread for these elements, as well as typos, proper capitalization, and complete sentences. No text-speak.
- **Pose an explicit question for discussion:** At the end of your response, add a specific question or an idea that you would like to see covered during class discussion. Example: “My question for the class is: Can anyone else taste the difference between grass-fed and grain-fed beef?”
- **Reading Response grading rubric:** Each response is worth a maximum of 5 points. A 5-point response follows *all* the guidelines above.
- **Prompt:** Reading responses are based on a specific prompt from me. Some prompts are quite specific, others are more general; to receive full credit, be sure you have responded appropriately.

Reading Discussion:

Each week—usually on Fridays—we will have the opportunity to discuss the reading as a group. These discussions have always proved especially interesting, as they are a chance to dig deeper into topics that require some serious critical thinking. Everyone is expected to contribute to the discussion; ***always bring a printed hard copy of your reading responses to class so that you are able to easily recall what you wrote about and what you were considering when you***

responded. Blank stares or avoiding eye contact so that you won't be called on won't work—be prepared by having done the reading!

Discussions will be led by students. I will assign you a date to lead the conversation; you will either work in pairs or by yourself depending on the fluctuations of class enrollment. Over the course of the semester these assignments sometimes have to be shifted and juggled, but we'll do our best to make it work for everyone. How it works:

- **From the questions** posed by classmates in the reading responses AND from your own engagement with the reading, create a topical “discussion roadmap.” This means compiling three or four larger ideas for discussion.
- **Actively facilitate** the group discussion by guiding the conversation—getting the conversation started by asking an open-ended question (rather than a simplistic, yes-or-no question), calling on those who want to talk, asking specific people to elaborate on something they said in their reading responses. Be flexible as a leader; if there is a lot of energy around a particular topic, allow it to flow. If discussion lags, you can either shift topics, or you can prompt the group to say more by asking specific questions about the reading responses you saw on MyCR.
- **This is your chance** to elaborate on a point in the reading that sparked something for you. Supplying extra information that adds to our knowledge base—handouts, websites, book titles, personal experiences, magazine articles, a short (5-8 minute) PowerPoint presentation or YouTube video—makes your discussion particularly interesting and **could lead to as many as five bonus points in the grading.**
- **Lead—don't dominate!** Being the discussion leader does *not* mean that you should dominate the conversation. True facilitation means keeping the conversational wheels greased so that others may express themselves.

Journal Writing

Setting the mind free to create is an imperative part of the writing process, whether you are writing an academic paper arguing in favor of corporal punishment in the public school, an abstract on 21st century forestry practices, a poem about your grandfather's hands, or a novel about zombies in love.

At times you will be assigned specific writing prompts; at other times you will be free-writing and brainstorming. Some writing will be done in class (in which case you will write on loose-leaf binder paper—NOT pages from spiralbound notebooks) and some will be assigned as homework. This writing will be turned in for credit and often you will discuss the writing in small groups. Therefore, be conscious that you are writing *for an audience*. These journal-writing exercises are not the place for writing that you consider too personal to be discussed with or read by others. Your journal does not have to observe MLA format and your grade is determined by your perceived level of effort and engagement.



“Of course the writer cannot always burn with a hard gemlike flame or a white heat, but it should be possible to be a chubby hot-water bottle, rendering maximum attentiveness to the most enterprising sentences.” --Paul West

Final Examination

There will be a cumulative final exam for this class. Details about what the final entails will be given later in the term. The final can boost your grade by a half step (B to B+, for example). Failure to attend the final, however **will result in the loss of a full letter grade** from your final class grade (B to C, for example).

Extra Credit:

The official College of the Redwoods English Department policy does not allow for extra credit in English 1A.

Participation:

It's college. Every student is expected to come to class on time, fully prepared and ready to participate. That means you've completed the assigned reading and any other homework given, you have all necessary materials on hand, and you have something to contribute to our ongoing conversation.

Earning participation points is not a mystery. Each class session, you can earn a maximum of 4 participation points. The following are some of the ways you may lose participation points: arriving late, leaving early, allowing your classmates to pull the weight of discussion by not speaking in class or by showing up unprepared, sleeping or nodding off, holding side conversations when someone is speaking. If you are not in class, you receive zero participation points for that day, regardless of the reason you are absent.

Your participation does ultimately impact your final grade. You can build an overall "points cushion" by consistently participating in this class. Although extra credit is not allowed in English 1A (see "Extra Credit," above), I do occasionally offer opportunities for extra participation points. I also recognize those who go above and beyond in their class participation by spontaneously awarding extra participation points.

It is hoped this goes without saying: Civility and courtesy are compulsory. Rude or inappropriate behavior will absolutely not be tolerated, and will result in temporary suspension from the class and college disciplinary proceedings.

Attendance:

The official attendance policy of the CR English Department is as follows:

Students at the College are expected to attend all sessions of each class in which they are enrolled. 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.

Specific attendance policies for our class:

Because we meet three times each week, the attendance policies for our class are as follows:

Absences:

Six absences equals two full weeks of class missed. A sixth absence will generate a formal warning. Upon a seventh absence, the instructor will immediately drop you from the class. If you are dropped by the instructor, it is your responsibility to drop the class on Web Advisor. Failure to do so will result in an F on your transcript and will negatively affect your GPA.

Students are expected to attend every class session. I recognize that life occasionally interferes with our finest intentions; however, the reality is that those who do not come to class quickly fall behind. The loss of participation and assignment points creates a points deficit that will make it difficult for you to ever repair the damage to your grade in the class.

- **You will not be allowed to make up assignments or quizzes that were due on the day of your absence.**
- **It is your responsibility to contact ANOTHER STUDENT (*not* your instructor) to catch up on what you missed.**

Tardiness:

Tardiness is disruptive to the entire class and has a direct impact on your participation grade. **Being late to class twice (regardless of the number of minutes you are late) is counted as a full absence.** This means that it is possible to be dropped from the class for excessive tardiness and/or tardiness combined with absences. Leaving class early is treated as a tardy, too. In other words, if you leave 10 minutes early, it is the same as if you arrived 10 minutes late.

Participation points are deducted for tardiness as follows:

Minutes Late:	Number of participation points LOST (out of 4 possible points daily):
6-10	1
11-15	2
16-20	3
21-30	half absence (0 participation points)
31+	full absence (0 participation points)

Other Expectations:

Homework: The general rule for college classes is that for every hour spent in class, students should expect to spend a *minimum* of 2 hours working outside of class. For this four-hour per week class, expect to spend **at least** 8-12 additional hours reading and writing for English 1A.

Late Work: Late work is not accepted unless an extension has been requested and granted ***IN ADVANCE*** or unless you have official medical, legal, or college athletic documentation to excuse an absence. Assignment extensions may be granted on an individual basis in extenuating circumstances ***at the discretion of the instructor***. I am willing to work with you through difficult circumstances, if and when a student communicates with me **in a timely manner**.

Instructors' Dropbox: A locked drop box is located in the Humanities building, on the wall outside the associate faculty workroom. *I do NOT check the drop box; do not leave work there unless I have given you special permission to do so, **IN ADVANCE**.*

Contacting Instructor: My faculty email is the very best means of getting in touch with me: **carla-baku@redwoods.edu**. I am scrupulous about checking email and do so daily. If you are struggling, have a question or concern, don't hesitate to communicate with me in person or by email—and sooner is *always* better than later.

A frazzled person once said, however, that “poor planning on your part does not constitute an emergency on my part.” I will be as responsive to your emails as I can be, but I cannot guarantee that an email sent in extremity will be seen or responded to as quickly as you might hope.

“One does not discover new lands without consenting to lose sight of the shore for a very long time.”

--Andre Gide

Getting Help:

- **Enroll in English 52.** I cannot recommend this strategy highly enough! This is a class taken in the Writing Center for credit/no credit; you can choose between .5 unit, 1 unit, or 1.5 unit sections. Taking English 52 gives you access to English faculty and peer tutors in the Writing Center, a resource you may NOT use without enrolling (there is NO drop-in tutoring in the Writing Center).
- **My office hours.** I am happy to meet with you **by appointment** during my Tues/Thurs office hours (email me or see me during class) and will do my best to find times that are mutually convenient for us to meet.
- The Academic Support Center (ASC) used to offer English tutoring services free to students. Short staffing has made this resource unavailable for the past couple of semesters; if English tutoring is re-established, I will let you know ASAP.
- **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 within the first two weeks of class so that necessary arrangements can be made. No last-minute arrangements or post-quiz adjustments will be made. If you have a disability or believe you might benefit from disability-related services and may need accommodations, please contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.

Finding Success:

Keeping Up:

English 1A is a rigorous course that acts as foundational preparation for your academic life, across all disciplines. Our focus is analytical reading and writing, and, along with our class discussions, that is where we'll expend our energies.

In order to achieve all that we intend this semester, you must make the decision to bring your best effort to your studies. Attempting to skim your reading and slap together your writing at the last minute will equal disaster when grades come out. A pallid effort will produce a pallid result. This is true in life as well as in English 1A.

In order to increase your success in English 1A:

- **Come to class.** When you are not here, you cheat yourself and the rest of us. Your contribution to the conversation is vital to our classroom community. Those who set the precedent of repeated tardies and absences rapidly fall too far behind to ever adequately catch up (see “Attendance,” pp. 10-11).
- **Come prepared.** Skimping on the reading affects your grade, and it puts you in the position of riding the coattails of your fellow students. Don’t be that person.
- **Practice time management.** By planning ahead, you will be better able to fit in your academic obligations with all the many responsibilities and distractions of life. Your education is such a valuable asset—commit to giving your best effort and, sooner than you might think, you’ll be looking back with well-deserved pride in your accomplishments!
- **Challenge yourself.** Genuine learning requires us to make room for a certain amount of discomfort with new and unfamiliar ideas and processes. I urge you to expect more of yourself, to stay with the discomfort of the new and unknown. We will explore challenging issues that don’t have simple answers. How much you learn and how much your writing improves will depend on your effort and dedication to the process.
- **Communicate:** You may want to make a habit of checking your email right before leaving for class; if I am forced to cancel due to illness or emergency, I’ll try to send an email so that you don’t have to drive to campus for no reason. If life throws *you* a curve ball that affects your participation—particularly in the case of a genuine emergency—let me know ASAP so that we can determine a plan of action. And finally...
- **Take responsibility.** Successful people don’t waste time blaming others or making excuses. The good news is that your success in life and as a student is ultimately in your hands. Should you absolutely have to miss a class, do NOT email your instructor and ask, “Did I miss anything important?” The answer is YES. Do not request or expect a mini-tutorial on what was covered in your absence. **DO** contact a fellow student to find out what was missed.

Take the time to write down contact info for at least two classmates so that you can use each other as a resource during the semester.

Fellow student contacts:

Name: _____

Contact info: _____

Name: _____

Contact info: _____



*“We lift ourselves by our thought, we climb upon our vision of ourselves.
If you want to enlarge your life, you must first enlarge your thought of it and of yourself.
Hold the ideal of yourself as you long to be, always, everywhere –
your ideal of what you long to attain - the ideal of health, efficiency, success.”*
--Orison Swett Marden (1850 - 1924)

Your Instructor:

We'll be learning a lot about one another this semester, and I look forward to getting to know each of you. Here's a bit about me:

As a teen and young adult, I spent time in communes—Loleta, San Francisco, and San Diego. I was a hotel maid, a bakery counter girl, a nurse's aid at a convalescent hospital. I've supervised a domestic violence safe house, practiced holistic massage therapy, worked in law offices and dental offices. I've been the executive director of an adult literacy program and stood behind the cash register at K-Mart.

When I was nearly 40 years old, I decided it was time for college. In 2007, I graduated from College of the Redwoods, received a Jack Kent Cooke scholarship, and was accepted to Stanford University. I graduated with distinction and went on to earn my MFA in creative writing from Warren Wilson College.

In addition to teaching, I'm an assistant editor at *Narrative Magazine* and a freelance writer. My poetry, fiction, and creative nonfiction have been published in a wide variety of venues.

My primary teaching philosophy is that we should work extremely hard and try to have some fun doing so. I am someone who has been down the academic path a little ahead of you and my role is to encourage you as you make your way toward your own academic goals. No one can do this for you, but I believe with all my heart that if you **persist with great courage and effort**, you will surpass what you ever imagined you could do.

"We are now at a magical point. You now get to decide for yourself just what the scope and clarity of your brilliance can be... So go for it. Wow yourself." –Scott Herndon

Class Schedule Outline:

The class schedule outline will be regularly posted and updated on MyCR, typically in two-to-three-week increments. The schedule is in outline form to allow for some flexibility in assignments, as deemed best, by the instructor, for the learning process. The reading and response schedule is also posted on MyCR, as will be various handouts, worksheets, and pertinent class materials.

Syllabus and class schedule outline are subject to change and may be modified throughout the semester, as needed, with notification in class, via MyCR, and/or by email.