

Syllabus for: Analytical Reading and Writing	
Semester & Year:	Spring 2014
Course ID and Section Number:	English 1A E4875
Number of Credits/Units:	4
Day/Time:	M/W/F 11:40AM 12:55PM HU114
Location:	
Instructor's Name:	Manousos
Contact Information:	Office location and hours: M/W 1-2 by appointment Phone: no Email: lesley-manousos@redwoods.edu
Course Description (catalog description as described in course outline):	
<p>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><i>Prerequisite: ENGL 150.</i></p>	
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 accommodations document to me as promptly as possible so that necessary arrangements can 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.	
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.	
<p>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</p> <p>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.</p>	
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 Spring 2014 (4 units)

E4875 M/W/F 11:40AM 12:55PM

HU114

E4877 M/W/F 2:50PM-4:05PM

SS 109

Contact Information:

Instructor: Lesley Manousos

Email: lesley-manousos@redwoods.edu

Office hours: by appointment (M/W)

Writing Center hours: F 10:05-11:30AM

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:

Syllabus insert.doc

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:

5. Analyze argumentative claims.
6. Respond to arguments with persuasive critical essays.
7. Locate, synthesize, and document sources for use in response to arguments.
8. 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 effective reading and 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(persuasive argumentation.)

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 4-6 pages
- Thesis driven analysis of Movie (*to be assigned*) 4-6 pages
- *In Defense of Food* Analytical Research Essay 6-8 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 (including proposal and annotated bibliography) = 24%
- 4(out of 5) formal reading responses = 20%
- 8 Short reading responses = 16%
- Reading a Visual Image = 2%
- 2 Grammar and Mechanics Quizzes = 6%
- Active participation (including class discussion and in-class journal writing)= 12%

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.

Grades at MyCR will be updated fortnightly.

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”: 04/04/14**

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.

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>

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.

Disabled Student Programs and Services: 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.

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

English 1A Assignment Schedule **

The class schedule lists all major assignments on the day that they are due. There will be a reading response to each essay we read from *Signs of Life* and each section we read from *In Defense of Food*, unless I announce otherwise. These responses will often take the form of in-class writing (ICW) in addition to out-of-class responses, so make sure you have done the readings and are prepared to write about them in class.

All your work should be collected in a folder or binder and brought to every class meeting. Your binder should contain your Course Syllabus and Assignment Schedule, work-in-progress, assignments to turn in, and any handouts I pass out. You should keep this paperwork, as well as assignments that have been returned to you and prewriting/drafts of formal essays, until the class is over. You should also bring your journal to every class meeting.

All writing (except your in-class journal) must be word processed using Times New Roman font and follow MLA formatting guidelines. See Syllabus for directions.

Please bring *Signs of Life* and *In Defense of Food* to each class when work related to the book is due. Abbreviations: *Signs of Life*= SL, *In Defense of Food*= DF.

Note** Schedule is

subject to sudden and explosive change.

Week 1

Weds 1/22

Introduction to class.

Fri 1/24

Read: Course Syllabus and Daily Plan (handout); bring questions to class. Also, “The Meal: Fast Food” by Michael Pollan (handout), and “All Consuming Patriotism” by Ian Frazier (handout). Read and annotate; be prepared to discuss and write about the readings in class.

Week 2

Mon 1/27

Read: “Introduction” SL p.1-22 and “Writing about Popular Culture” SL p. 23-36. Read and annotate; be prepared to discuss and write about the readings in class. (If you do not have your textbooks yet, copies of *Signs of Life* are available on reserve at the Learning Resource Center/Library Circulation Desk for you to read there or photocopy; I don’t accept excuses for missed homework).

Weds 1/29

Read: “Brought to You B(u)y: The Signs of Advertising” SL p. 171-181, and “Masters of Desire: The Culture of American Advertising” by Jack Solomon SL p. 542-552. Read and annotate; be prepared to discuss and write about the readings in class.

Fri 1/31

Write: Reading a Visual Image using **assigned** advertisement and answering “Questions for Analyzing Images” on p. 33 SL and following the form of the sample analysis in SL p. 34-36. 1-2 pages, typed, double spaced following MLA conventions listed at end of Syllabus (p 4).

In class: *Assignment sheet for paper #1 Advertising Analysis Essay will be distributed today.*

Week 3
Mon 2/3

Read: “Men’s Men and Women’s Women” SL by Steve Craig p. 187-198 and “The More Factor,” by Lawrence Shames SL p. 90-96. Annotate text and be prepared to be prepared to discuss and write about the reading in class.

Write: Reading response #1: Word-processed, double-spaced, one-page *summary* of Solomon essay “Masters of Desire: The Culture of American Advertising” 542-552 including the author’s thesis/claim and major supporting arguments.

Weds 2/5

Read: “Kid Kustomers” by Eric Schlosser p. 222-226 and “Consuming Passions: The Culture of American Consumption,” SL p. 81-89. Annotate text and be prepared to be prepared to discuss and write about the readings in class.

Fri 2/7

Class Meets in LRC 105

Write: Reading response #2: Word-processed, double-spaced, one-page *summary* of “Men’s Men and Women’s Women” SL by Steve Craig p. 187-198 including the author’s thesis/claim and major supporting arguments.

In class: watch *Killing Us Softly 4* Jean Killbourne (DVD, 34 mins.) and/or *Tough Guise 2* Jason Katz. Take notes and be prepared to be prepared to discuss and write about the movies in class.

Week 4
Mon 2/10

Write: First draft of paper #1 due. Minimum of 2 **full** pages, typed, double spaced, MLA formatting.

Read: “Conducting Research and Citing Sources” 65-79. Annotate text and be prepared to discuss in class.

In class: Peer review

Weds 2/12

Read: “What’s in a Package” SL by Thomas Hine 118-127. Annotate text and be prepared to discuss and write about the reading in class.

In class: Watch *Advertising and the End of the World* or *Feeding Frenzy* (DVD) Take notes and be prepared to discuss and write about the movie in class.

Fri 2/14

NO CLASS: LINCOLN’S BIRTHDAY

Week 5 Mon 2/17

NO CLASS: PRESIDENTS’ DAY

Weds 2/19

Read: *In Defense of Food* (DF) p. 1-53.

Write: Reading response #3: Word-processed, double-spaced, **1-1.5 page** response to this section of DF answering the following questions. Why is the statement “‘eat food’ not quite as simple as it sounds”? Describe what Pollan means by “Nutritionism”. Describe “health claims”, and explain why, according to Pollan, we need to “watch out for health claims”? What is the Lypid Hypothesis, and why does Pollan suggest we should question it? Read the entire assigned reading before answering these questions.

Fri 2/21

Write: Second draft of paper #1 due. Minimum of four **full** pages typed, double spaced, MLA formatting.

In class: Peer review

Week 6
Mon 2/24

Read: “Careful You May Run Out of Planet: SUVs and the Exploitation of the American Myth,” by David Goewey SL p. 54-64 (student essay). Annotate text and be prepared to discuss and write about the readings in class.

Write: Reading response #4: Word-processed, double-spaced, one-page *summary* of “What’s in a Package” SL by Thomas Hine 118-127, including the author’s thesis/claim and major supporting arguments.

Weds 2/26

Read: “The Hollywood Sign: The Culture of American Film” SL p. 365-376, and “Creating the Myth” by Linda Seger p. 386-395. Annotate text and be prepared to discuss and write about the readings in class.

In class: *Assignment sheet for paper #2 Movie Analysis, will be distributed.*

Fri 2/28

Class Meets in LRC 105 (and all Fridays for the rest of the semester)

Write: Final draft of paper #1 due, 4-6 pages. Include all drafts and peer reviews and put them in a folder with your name clearly printed on the tab. Include printed copy of your ad or ads.

In class: Watch *movie (to be assigned)*

Week 7
Mon 3/3

Read: DF: 53-81.

Write: Reading response #5: Word-processed, double-spaced, one page response to this section of DF. Explain why, according to Pollan in this section of the reading, the majority of Americans “eat and run” rather than “dine and savor.” What does he think this attitude towards food says about our culture? Do you have a similar or different relationship with food? Read the entire assigned reading before answering these questions.

Weds 3/5

Read: Packet *movie (to be assigned)* readings. Annotate and be prepared to discuss and write about the readings in class.

Fri 3/7

Class meets in LRC 105

Read: "The Thematic Paradigm" by Robert B. Ray p. 377-385. Annotate text and be prepared to discuss in class.

In class: *movie (to be assigned)* continued

Week 8
Mon 3/10

Write: First draft of paper #2 due; Minimum 2 **full** pages.

In class: Peer review

Weds 3/12

Read: DF: 81-101

Write: Reading response #6: Word-processed, double-spaced, one page response to this section of DF. Describe the "Western Diet". What health problems does Pollan associate with the Western Diet? What connections did dentist Weston Price make between health and the way food is grown? Read the entire assigned reading before answering these questions.

Fri 3/14

Class meets in LRC 105

Read: DF: 101-136

Write: Reading response #7: Word-processed, double-spaced, one page response to this section of DF. Why do processed foods often “lie to our senses”? How has the Western Diet created a human who is both overfed and undernourished? Pollan tells us “a whole food might be more than the sum of its nutrient parts”. Explain. Read the entire assigned reading before answering these questions.

In class: Assignment sheet will be distributed today for paper #3 Persuasive Research based on *In Defense of Food*.

Spring Break

Week 9
Mon 3/24

Independent Writing and Reading Day: **No class meeting**

Weds 3/26

Write: Second draft of paper #2 due; Minimum 4 full pages.

In class: Peer review

Read: DF: 136-161

Write: Reading response #8: Word-processed, double-spaced, one page response to this section of DF. Why does Pollan think that it’s not possible to “separate our bodily health from the health of the environment from which we eat”? What does Pollan mean when he states, “shake the hand that feeds you”? Read the entire assigned reading before answering this question.

Fri 3/28

Class meets in LRC 105

In class: Introduction to library research with librarian Ruth Moon

Week 10
Mon 3/31

Write: Final draft of paper #2 due. 4-6 pages. Include all drafts and peer reviews and put them in a folder with your name clearly printed on the tab.

Read: DF: 161-181. Annotate text and be prepared to discuss and write about the reading in class.

Weds 4/2

Write: 1st formal reading response to “Creating the Myth” by Linda Seger p. 386-395. Follow instructions as explained in “Formal Reading Response” handout.

Fri 4/4

Class meets in LRC 105

Read: DF: 182-201. Annotate text and be prepared to discuss and write about the reading in class.

In class: Research for paper #3

Week 11
Mon 4/7

Read: “Everything I want to do is Illegal” by Joel Salatin (handout). Annotate text and be prepared to be prepared to discuss and write about the reading in class.

Write: 2nd formal reading response to “The Thematic Paradigm” by Robert B. Ray p. 377-385. Follow instructions as explained in “Formal Reading Response” handout.

Weds 4/9

Read: “The Science of Shopping” by Malcom Gladwell SL p 97-103. Annotate text and be prepared to discuss and write about the readings in class.

Fri 4/11

Class meets in LRC 105

Write: Proposal for Paper #3. Refer to handout for specific requirements.

Week 12
Mon 4/14

Write: 3rd formal reading response to “The Science of Shopping” by Malcom Gladwell SL p 97-103. Follow instructions as explained in “Formal Reading Response” handout.

Weds 4/16

Read: “The Dawn of the Dead Mall” by Mark Derry p. 111-115. Annotate and be prepared to discuss and write about the reading in class.

Fri 4/18

Class meets in LRC 105

In class: Work on draft; bring flash-drive.

Week 13

Mon 4/21

Write: First draft of paper #3 due. Minimum 3 full pages.

Peer review

Weds 4/23

In class: MLA Documentation Quiz

Fri 4/25

Class meets in LRC 105

In class: Focused Research with librarian Ruth Moon; bring flash-drive.

Week 14

Mon 4/28

Write: Second draft of paper #3 due; minimum 5 full pages. Peer review.

Weds 4/30

Read: “Commodify Your Dissent” by Thomas Frank SL 163-167. Annotate and be prepared to discuss and write about in class.

Fri 5/2

Class meets in LRC 105

Write: 4th formal reading response to “The Dawn of the Dead Mall” by Mark Derry p. 111-115. Follow instructions as explained in “Formal Reading Response” handout.

In class: Work on draft; bring flash-drive.

Week 15

Mon 5/5

Write: 5th formal reading response to “Commodify Your Dissent” by Thomas Frank SL 163-167. Follow instructions as explained in “Formal Reading Response” handout.

Weds 5/7

In class: Grammar and Mechanics Quiz

Fri 5/9

Class meets in LRC 105

In class: Work on draft; bring flash-drive.

Week 16

Finals Week

Final Exam Times:

11:40-12:55 meets Mon May 12 @10:45-12:45

2:50-4:05 meets Mon May 12 @3:15-5:15

Final draft of paper #3 due beginning of final exam meeting time. No folder or previous drafts are required.