

Syllabus for: (name of class) English 1A	
Semester & Year:	Spring 2014
Course ID and Section Number:	E4883
Number of Credits/Units:	4
Day/Time:	T/Th 6:05-8:10
Location:	HUM 114
Instructor's Name:	Elizabeth Carlyle
Contact Information:	Office location and hours: by appointment Phone: 707 498 9321 Email: elizabeth-carlyle@redwoods.edu
Course Description: A transfer level course in critical reading and reasoned writing. Students analyze issues and claims in visual, oral or written arguments and write argumentative and analytical essays based on those issues. Research and source-based writing, employing MLA documentation is required.	
Student Learning Outcomes:	
<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.

Syllabus for English 1A: Analytical Reading and Writing

Spring 2014 T/Th 6:05- 8:10 HUM 114

Contact Information:

Instructor: Elizabeth Carlyle

Email: elizabeth-carlyle@redwoods.edu

Office hours: by appointment

Writing Center hours: T 2:50-4:15/ Th 4:25- 5:50

Required Course Texts:

- Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. 2nd ed. Norton: New York, 2009.
- Hacker, Diane and Nancy Sommers. *The Bedford Handbook*. 9th ed. Bedford: Boston, 2014.
- Pink, Daniel. *Drive*. Penguin: New York, 2009.
- Pollan, Michael. *The Omnivore's Dilemma*. Penguin: New York, 2006.
- **Readings on MyCR**

Required Materials:

- regular access to a computer, a printer, and the Internet
- an active CR email account
- the ability to submit Microsoft Word compatible documents (no Google docs for Turnitin.com)
- writing supplies to bring to every class: pens, highlighters, 8 ½ x 11 notebook.
- a notebook for reading notes and research
- a stapler (loose papers will not be accepted)
- 3 manila folders (one for each Working Portfolio)
- a 3-ring binder (to save and organize the readings and handouts from class)
- USB Flash drive (or some means of saving assigned work).

Prerequisites: Satisfactory completion of English 150 (or equivalent) with a C or better, or assessment recommendation for English 1A.

Course Overview: This is a 4 unit course that will focus on reading, critical thinking, and writing about arguments in consumption and food politics. That means we will be reading especially carefully, analyzing what we read with critical minds, searching for the best most productive questions, and writing about what we discover in the process. As we work through the semester, we will strive to develop skills that should help you in future reading and inquiry. The skills you hone and habits of mind you gain in this course should also be particularly useful as you continue here at College of the Redwoods and in your future education.

This class will function in many ways as a writing workshop with class meetings often involving peer review and group work. Most classes will involve class discussions, brief lectures, and lots of writing, including brief informal writings to practice form and mechanics and in-class essays. 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 examine the role of consumption in our culture: the consumption of goods and in the more literal sense, the consumption of food. We are consumers in both senses of the word, so we can draw on our own knowledge and experience when we use consumption as a lens to analyze our culture. Once we start to think analytically about what we consume in our everyday lives, we can then, perhaps, apply this analytical lens to the world around us and critically engage with the problems and issues of today, in the process becoming more active and engaged citizens.

Student Learning Outcomes:

- Analyze argumentative claims.
- Respond to arguments with persuasive critical essays.
- Locate, synthesize, and document sources for use in response to arguments.
- Revise and edit for sentence structure and mechanics.

Course Requirements: Over the course of the semester you will complete three major analytical essays; each assignment should reflect what you have learned of the writing conventions we study in class: thesis, support, organization, audience awareness, coherence, introduction and conclusion strategies, sentence structure and grammar. However, I am primarily looking for evidence of critical thinking and the ability to integrate outside sources into your writing. For each essay you are required to show evidence of the writing process including pre-writes, revised drafts, and peer/group feedback. The evaluations are as follows:

Participation (class discussions and online posting to discussion boards, in class writings, quizzes and exercises) 25%

Essay 1: Ad Analysis 15%

Essay 2: Analysis of an historical artifact (advertisements, documents, and the like) 15%

Essay 3: Research Project (Discovery draft, Presentation, Final Draft) 25%

In-class Essays (best 3 out of 4) 10%

Assignments based on *Drive* (Presentation, Educational Autobiography, Reflection) 10%

Note that a significant portion of your participation grade will be based on discussion board postings on MyCR forums. For this you are required to post questions and/or a response about the readings before each class meeting. You should know that if you do not complete the readings, your grade will certainly suffer and you may fail the class. I will post grades on MyCR and they will be based on the following criteria unless otherwise specified:

A= Exceptional work.

B=Fulfills and goes beyond the assignment requirements.

C=Meets the assignment requirements.

D=Does not meet the minimum assignment requirements.

Late Paper Policy: All assignments are due the day of class on time. This means I need a hard copy of the assignment in my hands at the beginning of class. If an emergency arises and you cannot turn in a paper, you must contact me within 24 hours of its due date to arrange another submission time. **I will not accept any late papers unless you contact me within the time specified.** Depending upon the circumstances, you may not receive full credit for full work; furthermore, you may only turn in a paper late once during the semester. **In-class writings will only take place on the day listed in the schedule. There are no make-ups, regardless of the reason for your absence.** Finally, a note on Peer Review workshops: these are compulsory and your essay will not be able to receive higher than a C if you a) do not have a draft to share or b) miss class on the day of a workshop.

Reading Actively: I will be asking a good deal of you in your reading; most importantly, I will ask you to practice active reading. That means when you read, you ask questions, wonder about the connections, and struggle to make meaning out of complex ideas with a spirit of discovery and skepticism. You will also need to engage in useful, penetrating discussions and group activities about our readings and the ideas we encounter. To that end, I require each of you to purchase a separate reading notebook to keep your noted thoughts and ideas; these notes will help you prepare for in-class work, write the essays, and keep track of material and ideas as you research.

Reading actively means you understand the value of your work for yourself individually and for your community as a collective body (the class). It also means reading with an open mind and being prepared to entertain new ideas and concepts. It means trying to imagine the experiences of those you read about and trying to understand how they came to their positions on an issue. In other words, reading actively for this course will demand a lot from you: please expect to devote a significant amount of time to your reading.

Writing Thoughtfully: It takes most people years to develop a strong personal style, so please be patient with yourself as we work through the assignments during the semester. Though you may not see prominent improvement over the next four months, those who read your work will most likely notice changes. One of the most important things you will gain is a greater consciousness of what happens when you generate ideas, plan and organize your thoughts, and work to improve them through the process of revision. If you approach your writing as the practice of trying out ideas, opinions and beliefs, you will most certainly grow as a writer. As for grammar and mechanics, since some of you

may have excellent skills, and others fair to good skills, those of you who have have problems will need to spend extra time learning to identify and correct errors. I may arrange for individual conferences if errors persist.

Attendance Policy: As group work and participation are vital to your success, I expect you to come prepared to class every day. Attendance not only includes your physical presence but your mental presence as well. The English Department policy allows students FOUR unexcused absences. This means on the FIFTH unexcused absence, I must drop you from the class. Therefore, **it is extremely important that you keep track of all unexcused absences**. I take attendance at the beginning of class. If you are up to 30 minutes late, you will receive a tardy; three tardies equal one unexcused absence. You should know that poor attendance will certainly lower your grade and may cause you to fail.

Academic Dishonesty: Plagiarism takes on a variety of forms including downloading papers from an on-line service, handing in another's homework as your own, and incorrectly citing sources (even inadvertently, but we will practice how to avoid this). To help detect plagiarism, CR requires each student to submit their essays through Turnitin.com. This is a requirement not an option, so **essays that are not submitted electronically will not not receive credit**, even if they are handed in on time. More details will be provided in class.

Conduct: This class involves a great deal of discussion. During the 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.

Campus Resources:

Writing Center: Enrolling in English 52 will allow you full access to the Writing Center, including texts, tutors, internet, word-processing, and printing. See the Engl. 52 handout for more details.

Disabled Student Programs and Services (DSPS): If you have a documented disability, please let me know as soon as possible so I can make accommodations for you. DSPS can help you with the accommodation process.

This Syllabus is subject to change.

Spring 2014 Course Schedule

All readings should be completed before class on the day listed; you should be prepared to write during every class session. Please note this calendar is subject to change.

Abbreviations: The Omnivore's Dilemma (OD); They Say I Say (TSIS); Bedford Handbook (BH); Research Project (RP). All other readings are available in "Resources" on MyCR

Week 1

T 1/21: Introductions, syllabus, course calendar, MyCR, posting questions, handouts, annotation, introduction to consumption theme.

Hwk: Purchase required texts and materials. Read Syllabus and two handouts: Academic Dishonesty, How to Mark up a Book. Read and annotate Intro to *Drive* (a PDF is available in "Resources" MyCR)

Syllabus insert.doc

Write 2 questions: the central question Pink is asking you to consider, and one further question that comes out of your reading of the text. Bring questions to class and be prepared to discuss/write.

Th 1/23: Syllabus and Plagiarism quiz. Group work: Intro *Drive*. Assign *Drive* presentation groups. **Hwk:** *Drive* presentation on your assigned chapter; be ready to present by next class. Select, read and annotate one chapter from “Mastery”, “Autonomy”, or “Purpose”. Write 2 questions: the central question at issue for this chapter, and one further question that comes out of your reading. This time I want you to post the questions in Forums.

Week 2

T 1/28: Group presentations.

Th 1/30:

Hwk: Email Liz **Educational Autobiography** by Fri 1/31, 5 pm.

Read “All Consuming Patriotism” by Ian Frazier, “The More Factor” by Lawrence Shames. “Consumption” SOL. Annotate and post Question at Issue and one further question for both Frazier and Shames in Forums; bring questions to class.

Week 3: Census Day

T 2/4: Group work on Frazier and Shames readings. Watch “Advertising and the End of the World”; ad analysis.

Hwk: Read TSIS Intro, 1, 2, 3; be prepared to write about content in class. Read “Brought to you B(u)y: the signs of Advertising” and “Masters of Desire” by Jack Solomon. Annotate and post Question at Issue and one further question for Solomon reading.

Th 2/6: Summary, Essay 1: Ad Analysis, group work on Solomon reading.

Hwk: Research for ads Essay 1; bring best 3 ads to class. Read BH pp. 1-13. Read “Men’s Men and Women’s Women,” by Steve Craig and Corbett’s “A Faint Green Smell” by Corbett. Annotate and post Question at Issue and one further question for each reading.

Week 4

T 2/11: In class Writing #1 on Frazier, Shames, Solomon, Craig, Corbett. Ad selection for Essay 1

Hwk: Pre-write activities Essay 1: Free-writes and central idea. Read Praxis: Rhetorical Triangle (Resources) p. 38-45. Watch Obama speech online and annotate.

Th 2/13: Discussion: Obama speech and rhetorical appeals. Thesis day: central ideas for Essay 1, outlining the parts, drafting and file management, MLA formatting.

Hwk: Write first draft Essay 1. Read Goovey essay. Read BH pp.39-49

Week 5

T 2/18: First draft Essay 1: Peer Review workshop. Topic sentences, reverse outline, global revision.

Hwk: Read BH pp. 50-65. Write second draft Essay 1.

Th 2/20: Ad analysis DUE. Historical artifacts and primary sources, food consumption.

Hwk: Read OD Intro and chp. 1, “What’s in a Package?” by Thomas Hine; annotate and post your response to main claims in Pollan and Hine (a paragraph each).

Week 6

T 2/25: Introduction to historical artifact (HA) assignment, group work on major claims and themes of OD, rhetorical precis (Hine).

Hwk: Read OD chps. 2 & 3. Annotate and post a summary of one of the chapters.

Th 2/27: Conferences in peer groups.

Hwk: Read OD chps. 4- 6. Annotate and post a rhetorical precis of one of the chapters. Revise Final draft Essay 1.

Week 7

T 3/4: Essay 1 Ad analysis final draft DUE. Research/writing in **LRC 105**

Hwk: Summarize HA findings. Select a quote from OD that relates to your artifact and analyze using one of the templates from TSIS chp. 4; post on Forums. Read and annotate OD chp. 7.

Th 3/6: Research group work: brief in-class presentation on emerging themes in HAs. Integration of quotations to support analysis. Group work on reading OD “Corn” section.

Hwk: Read BH pp.142-166, TSIS chps. 5-7 (integrating opposing voices, establishing credibility). Prepare for in-class essay (Corn). Develop working thesis for Essay 2; post on Forums and be prepared to share in class.

Week 8

T/ 3/11: In-class essay 2: Corn LRC105. Thesis Day: Essay 2.

Hwk: First draft Essay 2

Th 3/13: First draft Essay 2: Peer Review workshop. Transitions, evidence and commentary.

Spring Break: March 17-21 Hwk: Watch: Food Inc. Write up themes and bring to class. Second draft Essay 2. Read OD: 8, 9 & 10 and post the question at issue for each chapter plus 2 potential research questions on Forums

Week 9

T 3/25: Second draft Essay 2 DUE. Intro to RP Essay 3. Group work: OD/Food Inc themes

Th 3/27: No class

Hwk for week: Read OD Read Chps,11-14. Post 2 productive research questions for at least 2 chapters. Read TSIS Chps 8-10. Prepare for In-class Writing 2.

Week 10

T 4/1: In-class Writing 2: Grass. Research/writing in **LRC 105**: library databases, academic sources, secondary and primary, documenting and organizing research findings.

Hwk: Read and annotate 2-3 sources found in research process on chosen topic. Develop Questions at Issue by free-writing, outlining ideas, researching further primary and secondary sources. Start compiling Works Cited. Spend 2-3 hours researching/writing/outlining outside of class-time, then write a progress update (at least 30 minutes) and email Liz by Friday.

Th 4/3: Conferences Essay 2.

Hwk: Final draft Essay 2. Read: BH pp. 514-555

Week 11

T 4/8: Final draft Essay 2. Research/writing in **LRC 105**. Summary of at least one academic scholarly source, discovery draft assignment.

Hwk: Discovery draft. Read OD Chps 15-16. Annotate and post 2 productive research questions.

Th 4/10: Discovery Draft Due. Be prepared to share progress report with peers. Question at Issue and Working Thesis Dvt, group work: Chps. 15-16 OD.

Hwk: Read OD Chp. 17 “The Ethics of Eating Animals”. Post your reasoned opinion, integrating one quote in support and one opposing voice from Chp. 17.

Week 12

T 4/ 15: Individual mini-conferences (Discovery draft). Research and writing in **LRC 105**

Hwk: Read BH 557-569 Draft an introduction and bring to class.

Th 4/17: Reasoned thesis, outlining the parts. Discussion: “Ethics of Eating Animals”. MLA Works Cited Intensive.

Hwk: Read BH pp. 570-584. Write first draft research essay including Works Cited and Annotated Bibliography with 5 sources. Use the BH Sec. 56a and 56b for correct MLA citation of sources.

Week 13

T 4/22: First Draft Essay 3: Peer Review workshop

Hwk: Read Gage: revision strategies. Prepare for RP presentations.

Th 4/24: RP Presentations

Hwk: Presentations. Write second draft Essay 3

Week 14

T 4/29: RP Presentations

Hwk: Second Draft Essay 3. Revise Annotated Bibliography and add 3 more sources.

Th 5/1: Second draft Essay 3 in full and complete working portfolio DUE. Conventions, punctuation, quick check MLA Works Cited (returned for further revision if not accurate).

Hwk: Read OD Chps. 18,19, 20. Annotate and post final reflection and/or analysis.

Week 15

T 5/6: In-class writing 4 (The Forest)

Th 5/8: Conferences in Peer Review groups for Essay 3 RP.

Week 16: Finals week: **3rd draft RP. In-class essay: self reflection**