

Syllabus for: English 1A – Analytical Reading & Writing	
Semester & Year:	Summer 2014
Course ID and Section Number:	036395 #6395
Number of Credits/Units:	4
Day/Time:	M-Th 9-10:30 a.m.
Location:	HSU - TBD
Instructor's Name:	Jacqui Cain Office Hours: By Appointment
Contact Information:	Jacqui-cain@redwoods.edu and jacquicain@gmail.com
<p>Course Description: 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>PREREQUISITE: English 150 with a C grade or better or assessment recommendation for English 1A.</p>	
<p>Student Learning Outcomes:</p> <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. 	
<p>Required Texts and Materials:</p> <ul style="list-style-type: none"> • <i>The Academic Writer</i>, 4th edition, by Ede • <i>The Omnivore's Dilemma</i> (paperback edition), by Pollan • <i>A Pocket Style Manual</i>, 6th edition, by Sommers & Hacker • Readings on MyCR <ul style="list-style-type: none"> ○ A composition notebook ○ Access to the Internet ○ Access to word processing and printing ○ Flash storage device 	
<p>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 are an individual with a disability who requires an accommodation to maximize your success in academic programs or campus activities, contact</p>	

Disabled Students Programs and Services (DSPS) located on the Eureka Campus on the first floor of the Student Services Building Mon- Friday, 7:30 a.m. to 5:00 p.m., or call 476-4280, TDD 476-4282.

Evaluations & Assignments

Participation/Homework/Discussion (5 pts x 39 days)	195
Reading Responses 10 x 15 points each	150
Grammar Quizzes 4 x 15 points each	60
Essay #1 (1200-1500 words)	100
Essay #2 (research paper 2000+ words)	200
Group Presentation	40
Group Project Report	40
Annotated Bibliography	70
Essay #3 (final reflection 1200-1500 words)	100
Peer Reviews 10, 20 and 15 points each	45
TOTAL:	1000 pts

Students must earn a grade of C (700 points) in order to pass the course.

100-93% = A	-----87% = B+	-----77% = C+	-----60% = D
-----90% = A-	-----83% = B	-----70% = C	----- 0% = F
	-----80% = B-		

Attendance is mandatory and I take roll at the beginning of class. Regular attendance is very important in college, both for your own success, as well as to create a positive learning community in the classroom. I am awarding up to 5 points for participating during each class session because so much of the work that we do in class will be in groups, and coming prepared and participating is *crucial* not only to your own learning, but to that of your peers.

Arriving late, leaving early, or coming to class unprepared will result in a loss of some the participation points for that class. Points are awarded for participation, not attendance; however, if you have an “excused” absence (see next page), I will provide an alternate assignment to allow you to make up those points, which must be completed within one-week.

If you miss a class, you are still expected to come to class prepared. You will be provided with a course calendar that will allow you to follow what was done in class the day you were absent, and what homework is due. I will not provide lecture notes for what happens in class sessions; it is your responsibility to find out from another student what happened in class the day that you missed, and for this reason you are strongly encouraged to exchange contact information

with several other students in class.

Excused Absences: Medical or legal emergencies will be considered “excused” absences with documentation. Examples include a court date or a visit to the ER for the student or their dependent. I only allow for excused absences only in rare circumstances.

Census Week: Students who have missed two classes by the end of the second week of the course (more than 25% of the class sessions) will be dropped on June 5th.

Student Responsibilities:

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

ASK QUESTIONS!!! The only questions that you should not ask are things such as “when is the due date” and “what are we doing today,” as you should already have that information at your fingertips. Everything else is welcomed, and encouraged! I know that for every question I get in class, there are at least three others that have gone unasked, and I am only so good at second-guessing!

Late Work and Make-Ups: Due dates are for the beginning of class on the day an assignment is due. In our case, if an essay is due June 12th, that means it must be submitted in MyCR, by 9:00 a.m., on June 12th.

Students may request one ‘no-penalty’ 48-hour **extension** of the due date for any assignment; this includes the group project if every member of the group agrees. Requests must be made prior to the due date – *not during class the day the assignment is due*, and they must be in writing (email to jacquicain@gmail.com or jacqui-cain@redwoods.edu)

Once the no-penalty extension has been granted, I will still accept assignments late, deducting 10% of the allowable points for every 24-hours period after the due date (including weekends); in other words, if your essay is 1 minute, or 20 hours late, you get a 10% penalty.

Assignments will not be accepted more than 3 days (72 hours) past the deadline (including weekends). Essays submitted late are not eligible for revision. **(see note below)**

Quizzes will be returned during the next class session. Once a quiz has been returned, it cannot be made up. If you miss a quiz, you are responsible to contact me and make arrangements to

take the quiz immediately before the next class session. In other words, if a quiz was given on Tuesday, June 10th, and you were unable to come to class that day – you must email me and ask to come in before the next class on June 11th to take the quiz. If you do not make these arrangements, then a grade of “zero” will be entered into the gradebook for that quiz.

Revisions: Students have the option of resubmitting the first two essays for a higher grade if they meet the following criteria:

- the essay or assignment went through the peer review process
- the essay was not turned in late
- the essay earned a B grade or lower
- they meet with the instructor to discuss the score and come up with strategy for revision (this can just be a few minutes after class or by email)
- the revision must be turned in no later than one-week after it was returned to the student

Misc. Classroom Policies:

Food: Food is not permitted in the classroom. Beverages are allowed so long as they are in a container that will not spill (has a lid). If there is a reason that requires you to eat during class, contact me privately in order to make an accommodation.

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

Leaving the classroom – please do not leave the classroom once the class has started. If it is an emergency and you must leave, please do so discretely without disrupting the rest of the class. Students who create distractions may be asked to leave the class and return the next day (see the policy on behavior below).

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

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

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

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

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

Academic Misconduct: Cheating, plagiarism, multiple submissions, complicity in academic misconduct, and/or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive a zero for that assignment, and a second incident will result in an F for the course.

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

Plagiarism/Turnitin

It is the policy of the English Department at CR that all essays for this course must be submitted to turnitin.com prior to grading: this is done automatically when you turn your essays in through MyCR. I will not grade any essay that has not gone through this process; you will be notified by email and given the opportunity of resubmitted it as “late” work. Turnitin will generate an “originality” report which indicates any area that is identical to other sources. Please go back in after you upload your essay and view your report – if you notice that you “accidentally” forgot to cite something, or plagiarized, contact me immediately to discuss it.

Plagiarism is the use of another’s words or ideas in your writing without acknowledging that they are not your own. When you use someone’s direct words or even an idea unique to an individual author, you **must** cite your source. This includes paraphrasing and summarizing from

a text. Because this is such a critical concept for students to understand, you will be provided with detailed information on how to avoid plagiarism, and how to correctly site source material within your essays.

The sanctions for plagiarism in this course are as follows: any student found plagiarizing will receive a "0" for the paper in question; however, if the student is otherwise eligible, they may resubmit their essay (see the section in the syllabus on **Revisions**). A second instance of plagiarism will result in a failing grade for the quarter.

The instructor reserves the right to make adjustments to the syllabus and course calendar as necessary. Students will be notified of any changes in an announcement in MyCR, as well as a verbal announcement in class.

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.

Course Calendar

WEEK ONE

Tues: 5/27

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

Wed: 5/28

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

Thurs: 5/29

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

Mon: 6/2

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

Tues: 6/3

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

Wed: 6/4

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

Thur: 6/5

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

WEEK THREE

Mon: 6/9

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

Tues: 6/10

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

Wed: 6/11

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

Thur: 6/12

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

Mon: 6/16

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

Tues: 6/17

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

Wed: 6/18

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

Thur: 6/19

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

WEEK FIVE

Mon: 6/23

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

Tue: 6/24

- Research Strategies
- Introduction to the Annotated Bibliography Assignment

Wed: 6/25

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

Thur: 6/26

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

Mon: 6/30

- Second Proposals Due
- Grammar Review
- Lecture: Transitions

Tues: 7/1

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

Wed: 7/2

- Students will be assigned into groups for collaboration and planning on the **Group Project**

Thur: 7/3

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

WEEK SEVEN

Mon: 7/7

- Grammar Quiz #3
- Bring in one (or more) Annotated Bibliography entry (citation and annotation) for instructor and peer review
- Group Project Planning

Tue: 7/8

- Lecture on Chapter 12 in AW – “Strategies for Revision”
- In class work day: Group Projects, Annotated Bibliography and Drafting for Essay 2

Wed: 7/9

- Proofreading Techniques/Strategies and Practice
- Discussion: “The Omnivore’s Dilemma”

Thur: 7/10

- Reading Response #7 due
 - Annotated Bibliography due
 - First Presentations! – Extra Credit to first team to go!
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WEEK 8

Mon: 7/14

- Presentations

Tue: 7/15

- Presentations

Wed: 7/16

- Presentations
- Reflection/Wrap-up on Presentations

Thu: 7/17

- Reading Response #8 due
- Group Report is due by 5 p.m. for the last Groups
- Peer Reviews Essay #2

WEEK 9

Mon: 7/21

- Essay #2 due
- Distribute Essay #3
- Discussion “The Omnivore’s Dilemma” – wrap up the book

Tue: 7/22

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

Wed: 7/23

- Lecture: Strategies for Timed Writings
- Practice outlining and drafting a timed-writing: “Replanting People”
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Thur: 7/24

- Reading Response #9 – this will be an in-class timed writing, 1-hour
 - Grammar Review Practice Quiz
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WEEK TEN

Mon: 7/28

- Grammar Quiz #4
- Watch the first hour+ of “The Harvest”

Tue: 7/29

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

Wed. 7/30

- Peer Review Essay #3
- Review Timed Writing Strategies – predict question, draft outline

Thur: 7/31

- Timed Writing – this will serve as Reading Response #10
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**ESSAY #3 IS OUR FINAL
IT IS DUE AT 9 A.M. ON MONDAY, AUGUST 4th
IT WILL NOT BE ACCEPTED LATE – SO PLAN AHEAD!**