

Syllabus for: Analytical Reading and Writing

Semester & Year:	Fall 2014
Course ID and Section Number:	English 1A E6157
Number of Credits/Units:	4
Day/Time:	T/Th/F 11:40AM – 12:55PM
Location:	SS 109
Instructor's Name:	Roberson
Contact Information:	Office location and hours: T/TH by appointment Phone: no Email: robyn-roberson@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. *Prerequisite:* ENGL 150.

Student Learning Outcomes (as described in course outline) :

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.

The student code of conduct is available on the College of the Redwoods website at:

<http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf>

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods homepage.

College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.

English 1A: Analytical Reading & Writing

Spring 2014 (4 units)

E6156 T/Th/F 10:05AM—11:20AM

E6157 T/Th/F 11:40AM-12:55PM

SS 109

Contact Information:

Instructor: Robyn Roberson

Office Hours: by appointment (T/Th)

Email: robyn-roberson@redwoods.edu

Writing Center hours: Th/F 1:15-2:40PM

Turnitin.com: E6156/Class ID: 8407971/Password: Daisy

E6157/Class ID: 8407981/Password: Izzy

Required Texts/Materials

- 1) Clark, Carol Lea. *Praxis, A Brief Rhetoric*. 2nd ed. Fountainhead Press: Southlake, 2012.
- 2) Alexie, Sherman. *War Dances*. Grove Press: New York, 2009.
- 3) House, Freeman. *Totem Salmon: Life Lessons from Another Species*. Beacon Press: Boston, 1999.
- 4) Purdue Online Writing Lab (OWL). Search online using "Purdue OWL" to access this resource.
- 5) Daily access to a computer, a printer, and the internet (MyCR contains all course readings).
- 6) An active MyCR email account.
- 7) A 3-ring binder (to hold all course work (completed and in progress) and 8 ½ x 11 binder paper.
- 8) A USB Flash Drive (be sure to back up your files).
- 9) One letter-size paper file folder (for essay submissions).
- 10) Pen, pencil, and highlighter

Course Description

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.*

Course Learning Outcomes

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

How This Affects You

Welcome to English 1A! In this course, we will focus on analyzing issues and claims regarding consumption (based on our culture, our personal life, and the world-at-large) presented in visual, oral, and written arguments and writing analytical and argumentative essays based on those issues. Research and source-based writing and employing correct MLA documentation is required, as well. You will employ a variety of rhetorical strategies appropriate for the purpose and audience of each formal essay. This course functions mainly as a writing workshop, so be prepared for daily writing in class as well as writing assignments due for each class. Also, peer review and writing groups will be employed on a weekly basis. With that in mind, write for a public audience.

Shared Responsibilities

This class will use a workshop and discussion format. My goal is to create with you a productive and challenging classroom in which we will work together to improve both reading and writing skills. The class will require your full participation and attention. Because much of our work will be collaborative in nature, students and instructor share responsibility for productive classroom time.

Student Responsibilities

- First: be active, not passive. I am not a banker, depositing information and skills into your heads; you must invest time and effort or your gains will be few.
- Foster a sense of academic excellence in yourself and in the classroom environment. This means taking the work seriously and coming to class having read assigned material with questions and comments on it. It also means giving your full attention to classmates' papers during peer reviews, responding with interest to classmates when they speak about a writing project or an assigned reading.
- Keep up! Students who fall behind have a great deal of trouble catching up, especially when late assignments are not accepted. There isn't a slow time in English 1A: it starts heavy and ends heavy. Expect to read around 50 pages per week. The best way to prepare is to begin by making a schedule: when can you sit down undisturbed and thoughtfully read and respond to or analyze an assigned essay? When will you be able to access a computer for composition and research? Figure out a schedule (say 2-3 hours a day for six days) and stick to it. The last day to drop this class with a **W** is Friday, October 31. If you do not have a C (70%) by this time, you will be dropped from this course. You will be required to keep track of all

points accrued during this course on the scoring grid handout. Throughout the semester several progress reports will be given.

Course Requirements

The general rule for college classes is that for every hour spent in class, students should expect to spend a minimum of 2-3 hours working outside of class. For this 4-hour per week class, expect to spend at least 8-12 additional hours reading and writing to earn an average grade, depending on your entering skill level. Earning excellent grades will require investing more time and effort than the expected minimum.

Grades Breakdown

A = 93-100%	C+ = 77-79%
A- = 90-92%	C = 70-76%
B+ = 87-89%	D = 60-69%
B = 83-86%	F ≤ 59%
B- = 80-82%	

Assignments Breakdown:

Formal Writing

Essays:

Essay 1 – Ad Analysis (4-6 pages) 100 points

Essay 2 – Researched Argument (5-7 pages) 150 points

Essay 3 – Problem-Solution (6-8 pages) 200 points

Informal Writing 150 points

Reading Responses, journal writing, etc.

Assignments/Tests 230 points

Worksheets, quizzes, etc.

Participation 170 points

Discussion lead/class discussion/presentation

Total Points 1000 points

COURSEWORK

Formal Writing (45%)

Essays

Overview: There will be three formal essay assignments. All essays will be double-spaced and written in proper MLA format; the length of the essays range from 4-8 pages in length. The general criteria for the grading of each essay and assignment-specific instructions will be given in class.

Revisions: With the exception of the final essay, you will have the opportunity to revise your first two graded essays for an improved grade. For most of you, revision will be optional; however, if your essay needs more work in order to receive a passing grade (C or higher) or if you have a pattern(s) of grammatical errors, revision will be mandatory. A revised essay is due **two weeks** after the day it was first returned to you. I will expect you to submit essays that reflect your best attempt and show careful attention to the assignment guidelines. Please do not abuse the revision policy. If I find that you have only corrected grammatical errors and did not follow any of the suggestions I have offered, then I will return your revision back to you, ungraded. You will then receive the original grade. On the new draft, you are required to highlight all changes that have been made, or I will not accept the revision. You must also turn in your original essay with my comments.

Response Groups

Before each essay is due, you will be asked to bring a rough draft of your essay to class in order to participate in peer response groups. Being absent from class during these days will affect both your essay grade and your class participation grade. I encourage you to arrange to meet with me before missing a response group date; if an absence is unavoidable, be sure to turn in the work to me before the class it is due by using MyCR which has a date/time stamp.

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, the assignment, date, and word count.
- The paper's title, centered

Sample Heading:

Student Name

Robyn Roberson

English 1A TThF 10:05-11:20AM

Reading Response #1

26 August 2014

Word Count: 503

Turnitin.com: In addition to the stapled, hard copies of each of your essays that you submit, you will also submit electronically each of your essays to www.turnitin.com via MyCR. If you fail to submit your essays to turnitin.com, you will receive a zero for that paper. To set up your account 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.

Informal Writing (40%)

Reading Responses

Overview: The majority of these assignments will be responses to the essays posted in MyCR, *Totem Salmon* and *War Dances*. Some of these responses will have assigned prompts that will ask you to summarize the author’s main point(s), to relate the subject to personal experiences, and/or to critically analyze the structure and meaning of an essay. You will write 15 formal responses (word processed and submitted in class the day we discuss the reading). Each response is worth 10 points each. Additionally, you will write several in-class journal assignments regarding other course readings.

Grading: Your reading responses should show that you have both done the reading and taken the time to think carefully about what you have read. Vague or superficial responses will not be given full points. Response requirements will be handed out in class. Reading responses must be submitted as hard copy on the day they are due. E-mailing responses to me before or after class is NOT permissible. Late reading responses will not be accepted.

Reading Quizzes

For the readings that do not require a reading response, I will give a quick reading quiz comprised of one or two questions designed simply to ascertain that you read the material. Scores will contribute towards your overall Informal Writing grade.

In-class Journals

Expect to write every class period – during the first several minutes of class and certainly during the course of the meeting time. These writings will help to generate ideas and focus for essay topics, as well as help to delve deeper into the topics and issues introduced by our readings. Some of these informal journal assignments will be turned in for credit while others will be graded only on a credit/no credit basis for participation points.

Class Participation (15%)

To be successful in this area requires actively participating in class discussions, taking notes when

appropriate, being responsible and reliable with group work, and arriving prepared for class consistently.

Discussion Lead: You will be assigned a date to lead the conversation; you will either work in pairs or by yourself depending upon class enrollment. You need to compile three or four larger ideas from the reading for discussion. Then, you need to actively facilitate the group discussion by guiding the conversation – getting the conversation started by asking an open-ended question, calling on those who want to talk, asking specific people to elaborate. Be flexible, and lead – don't dominate.

Response Groups: We will be using response groups for each of the essays you will write. I think you will find that the feedback you receive from your response group will become an important part of your writing process. Each of you is expected to come prepared with a typed rough draft and then to thoughtfully participate in these response groups. Further guidelines will be distributed further into the semester. Peer review is part of your essay grade, as well as part of participation.

Course Policies

Academic Dishonesty

I will not tolerate any form of academic dishonesty or plagiarism. Plagiarism means using another's work without giving proper credit. If you turn in work that is not your own you will fail the course and be subject to both academic and disciplinary action at College of the Redwoods. To insure that this won't happen, CR requires that all papers be turned into **turnitin.com**.

Student Conduct

Disruptive and/or disrespectful behavior will not be tolerated. I expect your actions and words to demonstrate respect for me and for your classmates. Anyone who disrupts the learning environment by acting inappropriately or unethically will be evicted. Serious misconduct may result in suspension from class (for more information, consult the "Student code of Conduct" in the CR catalog). **Please** turn cell phones off before entering the classroom – texting is not allowed during class.

Attendance

Since regular attendance is a critical factor in student success, students at the College are expected to attend all sessions of each class in which they are enrolled. **Students may not miss more than two weeks of class.** Since this 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. Attendance is taken every class meeting. Coming to class 15 minutes late results in ½ an absence which count towards the total allowable absences. Be punctual.

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

Campus Resources:

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 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.

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.

Forgiveness: We all need a little forgiveness, right? Or at least a break. Consequently I will grant you one late assignment coupons without penalty (**one** class period late) for a reading response. You will also receive one late assignment coupon without penalty (one week reprieve) for either the first or second essay only. Due to time constraints, this coupon may not be used for the final essay.

Final Note

This syllabus is a fluid document and subject to change.

English 1A: Analytical Reading and Writing

Fall 2014/ Robyn Roberson

Class Schedule Outline:

The class schedule lists all major assignments on the day that they are due. There will be a total of 15 reading responses typed out-of-class and due at the beginning of class. Many other responses will take the form of in-class writing (ICW), so make sure you have done the readings and are prepared to write about them in class. Always bring your assigned course reading to class.

All work should be collected in a folder or binder and brought to every class meeting. The binder must contain the course syllabus, as well as the class schedule, and any handouts I pass out. Also bring all of your work-in-progress (prewriting/drafts of formal essays, etc.) to class.

The course schedule will be regularly posted and updated on MyCR, typically in two-to-three week increments. This allows for flexibility in assignments, as deemed best by the instructor for the learning process.

**Note: Schedule is subject to change.

Week 1

Tues 8/26

Course Overview, In-class writing, Introductions

Thur 8/28

Read: Syllabus (bring questions to class); “How to Mark A Book” by Mortimer J. Adler by (handout); “All Consuming Patriotism” by Ian Frazier; “The Meal: Fast Food” by Michael Pollan. Read and annotate; be prepared to discuss and write about the readings in class. Purchase textbooks from bookstore.

In Class: Introductions Completed, Syllabus Q&A; in-class journal.

Fri 8/29

Read: *Praxis* Chapter 1 and *War Dances* by Sherman Alexie p.1 – 20. Read and annotate; be prepared to discuss and write about the reading in class.

Week 2

Tues 9/2

Read: MyCR – from *Signs of Life* “Introduction” and “Writing about Popular Culture”; Read and annotate; be prepared to discuss and write about the readings in class. Print out the readings and bring to class.

In Class: Group discussion of readings; in-class journal.

Thurs 9/4

Read: MyCR -- “Brought to You B(u)y: The Signs of Advertising” by and “Masters of Desire: The Culture of American Advertising” by Jack Solomon; read and annotate. Be prepared to discuss and write about the readings in class. Bring the readings to class.

Fri 9/5

Read: *Praxis* Chapter 2 and *War Dances* p.21 - 26. Read and annotate; be prepared to discuss and write about the reading in class.

Week 3

Tues 9/9

Write: Reading a Visual Image using assigned advertisement and answering “Questions for Analyzing Images” on p. 33 of “Writing about Popular Culture” on MyCR. Follow the form of the sample analysis on p. 34-36. 1-2 pages, typed, double spaced following MLA conventions listed on p. 5 of Syllabus.

In class: Group share.

Thurs 9/11

Read: On MyCR – “Men’s Men and Women’s Women” by Steve Craig and “The More Factor” by Laurence Shames; Annotate text and be prepared to discuss and write about the readings in class.

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

Fri 9/12

Read: *Praxis* Chapter 3 and *War Dances* p. 27 – 64. Read and annotate; be prepared to discuss and write about the reading in class.

In class: Assignment for essay #1 Advertising Analysis Essay will be distributed today.

Week 4

Tues 9/16

Read: *Praxis* Chapter 4 and on MyCR – “Kid Kustomers” by Eric Schlosser and “Consuming Passions: The Culture of American Consumption”; Read and annotate; be prepared to discuss and write about the readings in class.

Write: Reading Resposne #2: Word-processed, double-spaced, one-page summary of Schlosser essay “Kid Kustomers” including the author’s thesis/claim and major supporting arguments.

In class: Peer Review discussion

Thurs 9/18

Write: Draft 1 of Essay #1 due; Minimum of 2 full pages, typed, double spaced, MLA formatting.

In class: Peer Review

Read: MyCR – “What’s In a Package” by Thomas Hine; Read and annotate; be prepared to discuss and write about the reading in class. Also, bring in any product package to share in groups.

Fri 9/19

Read: *Praxis* Chapter 5 and on MyCR “A Faint Green SUV” by Julia B. Corbett; Read and annotate; be prepared to discuss and write about the readings in class.

Write: Reading Response #3: word processed, double-spaced, one-page summary of “A Faint Green SUV” including the author’s thesis/claim and major supporting arguments.

Week 5

Tues 9/23

Read: *Praxis* Chapter 6 and on MyCR – “Big Organic” by Michael Pollan; Read and annotate; be prepared to discuss and write about the reading in class.

Write: Reading Response #4: word processed, double-spaced, one-page summary of “Big Organic” by Pollan including the author’s thesis/claim and major supporting arguments.

Thur 9/25

Read: *War Dances* p.65 – 72; class discussion.

Write: Draft 2 of Advertising Analysis; Bring in four full pages for Peer Review

In class: Peer Review

Fri 9/26

Class meets in LRC 105

In-class: librarian Ruth Moon presentation on library research

Read: *Praxis* Chapter 7 and on MyCR – “Everything I Want to Do Is Illegal” by Joel Salatin; Read and annotate; be prepared to discuss and write about the readings in class.

Week 6

Tues 9/30

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

In class: Watch movie (to be assigned)

Thur 10/2

Read: MyCR – “Organic Foods: Do Eco-Friendly Attitudes Predict Eco-Friendly Behaviors?” And *War Dances* p. 65 - 104

Write: Reading Response #5 – word processed, double-spaced, one-page summary of “Organic Foods” including the author’s thesis/claim and major supporting arguments.

In Class: Essay #2 Researched Argument assignment distributed in class today. Rhetorical Precis handout.

Fri 10/3

Read: MyCR – “Beyond Organic” and “Attention Whole Food Shoppers”; class discussion.

Write: Reading Response #6 – choose one of the two and write a Rhetorical Precis (follow guidelines on handout given in class).

Week 7

Tues 10/7

Read: MyCR – “In Defense of Food” by Pollan and *War Dances* p. 105 – 114; class discussion

Write: Reading Response #7 for Pollan –write a Rhetorical Precis.

Thurs 10/9

Read: MyCR – “Fear Factories” and “Carnivore’s Dilemma”; Read and annotate; be prepared to discuss and write about the readings in class.

Write: Reading Response #8—choose one of the two and write a Rhetorical Precis.

Fri 10/10

Read: MyCR – “The Pleasures of Eating” by Wendell Berry and *War Dances* p.115 – 148. Read and annotate; be prepared to discuss and write about the readings in class.

Week 8

Tues 10/14

Read: MyCR – “The Ultimate Resource” by Paul Ehrlich and Anne Ehrlich and *War Dances* p. 149 -156; be prepared to discuss the reading in class

Write: Draft 1 of Essay #2 due; Minimum of 2 full pages, typed, double spaced, MLA formatting.

In Class: Peer Review

Thurs 10/16

Read: MyCR – “The Conundrum of Consumption” by Alan Durning and “Save the Whales, Screw the Shrimp” by Joy Williams; be prepared to discuss and write about the readings in class

Fri 10/17

Class meet in LRC105

Read: MyCR – “The Geoengineering Gambit” by Kevin Bullis; be prepared to discuss the reading in class

Write: Reading Response #9 – write a Rhetorical Precis.

Week 9

Tues 10/21

Read: MyCR – “Is Nature Too Good for Us?” by and *War Dances* p. 157 - 184;

Write: Reading Response #10 – write a Rhetorical Precis.

Thurs 10/23

Read: MyCR – “Clan of One-Breasted Women” by Terry Tempest Williams. Read and annotate; be prepared to discuss and write about the reading in class.

Write: Draft 2 of Essay #2 due; Minimum of 4 full pages, typed, double spaced, MLA formatting.

Peer Review

Fri 10/24

Class meet in LRC105

Read: MyCR – “Learning from Love Canal” by Lois Marie Gibbs; Read and annotate; be prepared to discuss and write about the reading in class.

Week 10

Tues 10/28

Write: Final draft of paper #2 due – 5 - 7 pages. Please include all drafts and peer reviews in a folder with your name clearly printed on the tab.

In class: Movie to be assigned

Thurs 10/30

Read: MyCR -- – “The Other Road” by Rachel Carson; Read and annotate; discuss in class.

Write: Reading Response #11

Fri 10/31

Class meet in LRC105

Read: MyCR – “Green Chic: Saving the Earth in Style” by Christie Matheson and *War Dances* p. 185 - 188. Read and annotate; discuss in class.

In class: Essay #3 – Problem-Solution assignment distributed in class.

Week 11

Tues 11/4

Read: *War Dances* p. 189 – 209.

Write: Essay #3 Discovery Draft due; Reading Response #12

Thurs 11/6

Read: MyCR – “Returning the Natives” by Don Stap. Read and annotate; discuss in class.

Write: Reading Response #13.

Fri 11/7

Class meet in LRC105

Read: MyCR – “Is It Too Late?” by Anthony Weston. Read and annotate; be prepared to write and discuss in class.

Week 12

Tues 11/11

Veterans’ Day – No School

Thurs 11/13

Write: Draft 1 of Essay #3 due; Minimum of 3 full pages, typed, double spaced, MLA formatting.

In class: Peer Review

Fri 11/14

Class meet in LRC 105

Read: *Totem Salmon*, p. xi – 31. Be prepared to discuss and write about the reading.

Week 13

Tues 11/18

Read: *Totem Salmon*, p. 32 – 93

Write: Reading Response #14

Thurs 11/20

Read: *Totem Salmon*, p. 94 – 134

Fri 11/21

Class meet in LRC 105

Read: *Totem Salmon*, p.135 – 151

Week 14

Tues 11/25

In class: -- Video (to be announced)

Week 15

Tues 12/2

Read: *Totem Salmon*, p. 151 – 218 (finish book).

Write: Reading Response #15

Thurs 12/4

Write: Draft 2 of Essay #3 due; Minimum of 6 full pages, typed, double spaced, MLA formatting.

In class: Peer Review

Fri 12/5

Class meet in LRC 105

In class: work on research paper

Week 16

Tues 12/9

Final Exam: E6157 – 10:05AM class

10:45AM -- 12:45PM – Essay #3 Final Draft Due, 6 – 8 pages. Please include all drafts and peer reviews in a folder with your name clearly printed on the tab. Finish research presentations.

Thurs 12/11

Final Exam: E6156 -- 11:40AM class

10:45AM – 12:45PM – Essay #3 Final Draft Due, 6 – 8 pages. Please include all drafts and peer reviews in a folder with your name clearly printed on the tab. Finish research presentations.