

Syllabus for: English 1A Analytical Reading and Writing

Semester & Year:	Fall 2014
Course ID and Section Number:	Engl-1A-E6159
Number of Credits/Units:	4
Day/Time:	T/TH 4:30-6:35
Location:	HUM 114
Instructor's Name:	Elizabeth Carlyle
Contact Information:	Office hours: TBD Email: elizabeth-carlyle@redwoods.edu

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.

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.

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.

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Syllabus for English 1A: Analytical Reading and Writing

Fall 2014 T/Th 4:30-6:35 HUM 114

Contact Information:

Instructor: Elizabeth Carlyle

Email: elizabeth-carlyle@redwoods.edu

Office hours: by appointment

Writing Center hours: Th: 8:30-9:55

Required Course Texts:

- Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. 3rd ed. Norton: New York, 2014.
- 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 Resources 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
- 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. The 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 writing, including brief informal writings to practice form and mechanics. The content of the 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.

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 analytical essays and one remediation project. 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 your 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:

Essay 1: Advertisement Analysis	10%
Essay 2: Argument Analysis (Essay and Group Presentation)	15%
Essay 3: Research Project (Discovery draft, Presentation, Final Draft)	30%
Remediation Project	10%
<i>Drive</i> Project (Group Presentation, Educational Autobiography, Course Reflection)	10%
Online Discussions (10 out of 12 Forums)	20%
Syllabus and Rubric quiz	1%
Participation	4%

Note that a significant portion of your final grade will be based on your participation in online discussions on MyCR. To do so, you must complete the readings and engage with the key ideas. **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: Assignments are due on the date specified in the Course Calendar. This means I need a hard copy in my hand at the beginning of class. Those assignments due on Sundays will be submitted digitally to the Dropbox in MyCR. The weekly online discussions will close by midnight Sunday at the end of each week. If an emergency arises and you cannot turn in a paper, you must contact me within 24 hours of its due date to arrange for a week's extension. An emergency is an event that can't be scheduled on your calendar. In other words, a car accident is an emergency; a vacation is not. Technology issues will also not be accepted as an emergency. **If you have planned unexcused absences during this semester, you will need to work ahead of time to complete assignments.**

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. Finally, a note on Peer Review: your attendance is mandatory 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.

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 should 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 about our readings and the ideas we encounter both in the online Forums and in class. 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 problems will need to spend extra time learning to identify and correct errors. I may arrange for individual conferences if errors persist.

Thinking Critically and the Online Discussion Forums: A large percentage of your grade is based on your participation in online discussions. In order to participate, you will need to think critically about the ideas and underlying concepts in the readings and the responses of your peers. Online discussions mimic face-to-face discussion with one major difference: *you have time to reflect and think before you write your opinion.* In addition, you can choose who you want to respond to and contribute new resources to the knowledge base of the class as part of your discussions. I understand that some of you may feel a little intimidated by online discussions at first; however, you will find over the course of the semester that you can engage in deeper and more thoughtful discussions with your peers in the Forums as you work to fully understand and analyze the complex ideas before you. In fact, for those students who lack confidence to speak up in class, the online Forums often provide a space to more comfortably engage with colleagues. Please note: the same rules of discussion etiquette apply to the online Forums. **Homophobic, racist, or sexist language will not be tolerated.** Expect to be banned from the Forums if you exhibit these behaviors; this action will likely result in you failing the class. You have the opportunity to participate in 12 Forums throughout the semester; the lowest 2 scores will be dropped from your final grade. Each week, the new Forum opens Sunday at midnight and closes the following Sunday at midnight. See [Online Discussion Expectations](#), [Rubric](#), [Discussion](#)

[Netiquette](#) and the [Course Calendar](#) for further details. There are also additional resources in MyCR to help you navigate and succeed in the online Forums. As always, I am your ally in learning; feel free to contact me if issues arise.

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.** You should know that poor attendance will certainly lower your grade and may cause you to fail. Participation in class is graded; therefore tardiness, absences and being ill-prepared for class will all impact your final grade.

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. Please know that your instructor is your ally; if you have any cause for concern in regards to conduct in class, do not hesitate to contact me.

Technology Use: I encourage the use of laptops and tablets in class as needed. Feel free to bring them to class. I only ask that all cell phone ringers are silenced during class meetings.

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 receive credit**, even if they are handed in on time. More details will be provided in class.

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.

Please note: this Syllabus is subject to change.

Fall 2014 Course Calendar

All readings should be completed before class on the day listed. The additional readings are available in “Resources” on MyCR. **It is important that you PRINT them out to bring to class!**

Abbreviations: *The Omnivore’s Dilemma* (OD); *They Say I Say* (TSIS); *Bedford Handbook* (BH); Research Project (RP).

Week 1

Readings: Syllabus; Academic Dishonesty; How to Mark up a Book; Online Discussion handouts ([Expectations](#), [Netiquette](#), [Rubric](#), [Tips](#)); *Drive*: Introduction and Chp. 1

T 8/26: Introductions, syllabus, course calendar, MyCR, discussion boards, Academic Dishonesty policy, Plagiarism Scale. **Hwk:** Purchase *Drive*, required texts and materials. Read Syllabus and two handouts: Academic Dishonesty, How to Mark up a Book. Read and annotate Introduction, Chp. 1 *Drive*. Write 2 questions: the central question Pink is asking you to consider in chapter 1; one further question that comes out of your reading of the text. Bring questions to class. Write first post to the Forums under Week 1 “Introductions” by Weds. This Forum is mandatory and will count to your final grade.

Th 8/30: reading groups: Chp 1 *Drive*. Annotation. Assign groups for Drive Presentation.

Hwk: Syllabus Quiz. Reply to 3 colleagues on discussion boards by Sunday midnight. Read “[Critical Reading](#)”. [Read assigned chapter in Drive](#); use checklist from Critical Reading to annotate heavily. Remember to bring Drive to class!

Online Discussions: Introductions (mandatory)

Week 2

Readings: *Drive* Mastery, Purpose, Autonomy; [Writing and the College Community](#) pp.2-5.

T 9/2: *Drive* presentation group work. **Hwk:** Group presentations. Post to Forums by Weds.

Th 9/4: Group Presentations. Hwk: Submit Educational Autobiography and Collaboration Assessment to the Dropbox by Sunday midnight. Reply to 3 colleagues on discussion boards by Sunday.

Online Discussions: Autonomy, Mastery, Purpose.

Week 3 (Census Day)

Readings “The Ables vs. the Binges” by John Verdant, “[All Consuming Patriotism](#)” by Ian Frazier, *TSIS* chp. 14 “Reading for the Conversation”.

T 9/9: Reading groups: Verdant. Watch “[Advertising and the End of the World](#)” **Hwk:** Post to Forums by Weds. Readings.

Th 9/11: Watch “[Killing Her Softly](#)”. Image analysis work. **Hwk:** Reply to 3 colleagues in Forums by Sunday midnight. Select ad and complete basic image analysis; bring to class on Tuesday.

Online Discussions: Frazier

Week 4

Readings: “[Masters of Desire](#)” by Jack Solomon; *TSIS* chps 1- 3; *BH* chp. 5 “Reading about Multi-modal Texts”; re-watch “Killing Us Softly”.

T 9/16: Reading groups: Solomon. Ad analysis: discussion, summary, analysis of a quote, Works Cited, MLA Format. **Hwk:** Write first draft Ad analysis. Post to Forums by Weds.

Th 9/18: Peer Review: Ad Analysis. Watch [Obama's speech](#). Discussion: rhetorical appeals. Rhetorical Precis. **Hwk:** Reply to 3 colleagues in Forums by Sunday midnight. **Submit Ad Analysis and self/peer review assessment** by Sunday midnight.
Online Discussions: Killing Us Softly/Solomon.

Week 5

Readings: *The Omnivore's Dilemma* Introduction, chps. 1-3; *BH* pp.112-115 (double-entry notebook). [A Brief Rhetoric](#)

T 9/23: Reading groups: *OD* Introduction, double entry notebook (*BH*) *A Brief Rhetoric* (Obama's speech): discussion, summary, rhetorical precis. **Hwk:** Post to Forums by Weds. Readings.

Th 9/25: Group work: *OD* chps. 1, 2 3. Outline main claims, secondary claims, question at issue/secondary questions. **Hwk:** Reply to 3 colleagues in the Forums by Sunday midnight.

Online Discussions: chps. 1, 2, 3.

Week 6

Readings: *The Omnivore's Dilemma* chps 4-5; [Primary, Secondary, Tertiary Sources](#)

T 9/30: Reading groups: chps 4 & 5. Assign group project. **Hwk:** Post to Forums by Weds. Readings

Th 10/2: Research primary sources in **LRC 105**. **Hwk:** Prepare group presentation. Reply to 3 colleagues in the Forums by Sunday midnight.

Online Discussions: chps. 4 & 5

Week 7

Readings: *The Omnivore's Dilemma* chps. 6-7

T 10/7: Group presentations: Main claims and primary sources as evidence. Assign Argument Analysis. **Hwk:** textual analysis first draft. Post to Forums by Weds.

Th 10/9: Peer review: Textual analysis. Begin rhetorical analysis/primary source analysis in class.

Hwk: First draft Rhetorical analysis/Primary source analysis. Reply to 3 colleagues by Sunday midnight. Complete **collaboration assessment** by Sunday midnight.

Online Discussions: chps. 6 & 7

Week 8

Readings: *BH* pp.141-155 (reading arguments); watch *Food Inc.*

T 10/14: Peer Review: rhetorical analysis/ primary source analysis. **Hwk:** Write conclusions.

Th 10/16: No class

Hwk: Annotate *Food Inc.*: identify key issues, arguments, stakeholders, and quotes; write a double-entry notebook and bring to next class. Revise parts and complete first draft of Argument Analysis for instructor feedback and self/peer review assessment. **Submit both by Sunday midnight.**

No online discussions this week.

Week 9

Readings: *The Omnivore's Dilemma* chps 8, 9.

T 10/21: Discussion: *Food Inc.* Research Project assignment. What is a productive research question? **Hwk:** Post to Forums by Weds. Identify research topic and potential questions.

Brainstorm.

Th 10/23: Conferences: Argument Analysis. Bring list of topic suggestions; peer review work on research questions; add to list.

Hwk: Reply to 3 colleagues by Sunday midnight. Revise Argument Analysis: final draft.

Online Discussions: chps 8, 9

Week 10

Readings: BH Chp 50 &51: Thinking like a researcher/ Managing Information. [Scholarly sources v. popular sources](#). [Anatomy of a Scholarly Article](#)

T 10/28: Ruth Moon workshop in LRC 103. **Submit Final Draft Argument Analysis.** **Hwk:** Post to Forums by Weds. **This Forum is mandatory.** Identify 3 potential sources for research question, summary (we will begin this work in class)

Th 10/30: Peer review groups on 3 credible sources. Productive research questions. Assign Discovery draft assignment. **LRC 105.**

Hwk: Reply to 3 colleagues by Sunday midnight. Discovery draft assignment

Online Discussions: productive research questions

Week 11

Readings: *The Omnivore's Dilemma* chps. 10-14. TSIS: 4-7. [Search Tools](#)

T 11/4: LRC 105 research. Try out Search Tools.

Hwk: Post to Forums by Weds midnight. Discovery draft

Th 11/6: Peer review discovery draft. Opposing views-TSIS work.

Hwk: Write extensive discovery draft. Reply to 3 colleagues. **Submit Discovery Draft by Sunday midnight.**

Online Discussions: chps. 10-14

Week 12

Readings: *The Omnivore's Dilemma* chps. 15-17 BH: chp 52.

T 11/11: No class: Veteran's Day.

Hwk: Post to Forums by Weds midnight. Write Annotated Bibliography 5 sources.

Th 11/13: Annotated Bibliography 5 sources **peer review.** Hand back discovery draft. Thesis Worksheet.

Hwk: Reply to 3 colleagues by Sunday midnight. Write first draft research essay including Works Cited and Annotated Bibliography with 5 sources. Use the BH 56a and 56b for correct MLA citation of sources.

Online Discussions: chps. 15-17

Week 13

Readings: BH: Chp.54. TSIS 8-10

T 11/18: Peer review first draft Research Essay. **Hwk:** Prepare for Presentations, revise Annotated Bibliography (8 sources).

Th 11/20: Submit Annotated Bibliography 8 sources. First round of **Research Presentations.**

Hwk: Revise 2nd draft essay, prepare for presentations

No online discussions this week.

Week 14:

Readings: Remediation/E-portfolio.

T 11/25: Submit Draft 2 Research Essay. Second round of **Presentations.** **Hwk:** Remediation project.

Th 11/27: No class: Thanksgiving. Enjoy some free time!

No online discussions this week.

Week 15:

Readings: Chps 18-20

T 12/2: Conferences Research Essay. Continue work on Remediation Project. **LRC 105.**

Hwk: Revise Research project. Complete first draft of Remediation project.

Th: Remediation project/ analysis peer review Hwk: Second draft: Remediation Project/analysis. Write final Drive assignment: Reflection.

Online Discussions: chps 18-20

Week 16: Finals Week.

Submit RP (AB, essay and reflection) final draft to MyCR by class time.

Post RP (AB, essay and reflection), Remediation Project and Analysis, and final Drive assignment to your e-portfolio by Friday 5pm.

****This calendar is subject to change****