

Syllabus for: (name of class) ENGL-1A-E6160-2014F Analytical Reading & Writing	
Semester & Year:	Fall 2014
Course ID and Section Number:	ENGL-1A-E6160-2014F Analytical Reading & Writing
Number of Credits/Units:	4
Day/Time:	Wednesdays 3:15-5:20 PM / On-line
Location:	Applied Technology, Room 106
Instructor's Name:	Erin Sullivan
Contact Information:	Office location and hours: TBD 2:30-3:15 PM Phone: 707 826-3128 Email: erin-sullivan@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.	
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 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://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf	
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.	

ENGL-1A-E6160-2014F Analytical Reading and Writing

THEME: ENVIRONMENT AND COMMUNITY

COURSE SYLLABUS

Erin Sullivan | College of the Redwoods | Section 036160 | Fall 2014

Classroom Hours | Wednesday afternoons | 3:15-5:20 PM | Applied Technology 106
Online Hours | 6-10 hours (minimum) | MyCR (Sakai) platform

CONTACT INFORMATION

- PHONE: (707) 826-3128 (HSU)
- EMAIL: erin-sullivan@redwoods.edu
- MyCR SITE: [HTTP://MYCR.REWOODS.EDU](http://mycr.redwoods.edu)

OFFICE LOCATION: TBD ◆

OFFICE HOURS: Wed 2:30-3:15 PM ◆

CONFERENCES BY APPOINTMENT ◆

MAILBOX LOCATION: HUM 113 ◆

COURSE MATERIALS

- Texts, readings, and assignments posted to MyCR
- *The Bedford Handbook*, 9th edition, ISBN 978-1-4576-0802-5 (with BIM access code)
- *Bedford Integrated Media*: <http://www.macmillanhighered.com/launchpadsolo/bedhandbook9e/606722>
- Access to college-level dictionary and college-level thesaurus
- Access to computer, printer, internet, MyCR, and CR email account
- Lined paper, pens, pencils, highlighters (5 colors), post-it notes, stapler and staples
- Field Notebook: composition book or small bound journal for in-class writing and notes
- Flash drive for storing/transporting electronic files and printing on campus
- Adequate funds for printing assignments, readings, and essays when required

COURSE OBJECTIVES

Students successfully completing English 1A should demonstrate the following competencies:

- 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 DESCRIPTION

English 1A is 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: English 150 (or equivalent) with grade of “C” or better or appropriate reading and writing scores on the placement exam.

Hybrid Course Description: This section of English 1A combines on-campus community based learning with off-campus technology-based learning. The course includes face-to-face classroom instruction and activities; face-to-face individual conferences with the instructor; and online workshops, assignments, and discussion forums using the web-based instructional program MyCR. To be successful in this course, students must be comfortable working in an online environment, organized and self-motivated enough to complete coursework on their own time and by deadline, and committed to attending and participating in face-to-face class sessions and individual conferences.

Course Theme: In Richard Louv’s book *The Nature Principle*, he argues that “a reconnection to the natural world is fundamental to human health, well-being, and survival.” We will investigate this thesis

from both a personal and academic perspective through a variety of course readings, assignments, and activities. In short, *Nature is the Syllabus* this semester.

FACE-TO-FACE CLASS REQUIREMENTS (20%)

Everyone has the opportunity to earn 100% in this grading category by strictly observing all attendance, participation, preparedness, and behavior policies during class and library sessions and during individual conferences. When directed, essays and assigned readings must be printed in hard copy form and brought to class and conference to participate in workshops and activities. Failure to bring printed documents and other required texts and materials will negatively affect the Face-to-Face Grade (F2F). Lack of participation or inappropriate behavior during class and conference will negatively affect the F2F grade. Absences, tardies, and leaving class early will negatively affect the F2F grade. *Missed class sessions, conferences, and in-class work may not be made-up.*

VIRTUAL CLASS REQUIREMENTS (55%)

Reading Nature (15%)

There are 8-10 assigned texts (readings, videos, images) posted to *MyCR* pertaining to the natural world and our connection (or disconnection) from that world. In addition, there are assigned readings and exercises from *The Bedford Handbook*. Most readings have a corresponding reading quiz (RQ), reading response forum (RRF), or reading activity (RA) that must be accessed and completed on *MyCR* by the published deadline. RQs, RRFs, and RAs are usually worth between 5 and 15 points each.

Writing Nature: Essays and Working Folders (35%)

There are three formal academic writing assignments that will reflect our nature theme, each accompanied by a corresponding **Working Folder** (WF) that is maintained electronically in a computer file folder with individual assignments uploaded to *MyCR* for credit. All drafts, revisions, workshops, activities, exercises, research, bibliographies, peer responses, and conference prep/notes must be saved to the electronic WFs. Failure to maintain (and produce, if requested) a comprehensive and organized electronic WF for each essay will significantly affect course grades. Working Folders are required for three reasons:

- To recognize and value the writing process required to produce academic writing
- To protect against any potential plagiarism accusations
- To create a back-up system so that lost documents will not impede progress or success

To receive credit, upload or post each essay and working folder assignment or forum, as directed, to *MyCR* by the published deadline. Individual working folder assignments and forums are usually worth 5-10 points, depending on word count and effort required.

- Remembering Our Place: A Nature Narrative (NN) 10%
- Textual Analysis of Place: Examining Our Nature (TAP) 10%
- Politics of Place: Advocating for Nature (POP) 10%
- Miscellaneous: Letters and other writing assignments 5%

Grammar Workshops (5%)

Students will use *The Bedford Handbook* (9th edition), the *Bedford Integrated Media* site (<http://www.bedfordstmartins.com/media/bedhandbook9e/372124>) and their own essays to complete a series of workshops designed to review basic mechanics, usage, grammar, and punctuation rules and conventions. GWSs are usually worth between 20-30 points awarded upon completion.

ASSESSMENT PORTFOLIO REQUIREMENTS (25%)

Students will create an **Assessment Portfolio (AP)** of *extensively revised* final draft essays and a portfolio cover letter (PCL) that will be graded holistically by me at the end of the semester. This portfolio, worth a significant portion of the course grade, is the culminating assignment of the semester. Students must be earning at least a C- (70%) in the course to submit an Assessment Portfolio.

COURSE LETTER GRADES

Course letter grades will be computed according to the weighted percentages for each grading category listed above and according to the total point percentage equivalents listed below. Students with a D+ (69.99 percent) or lower will receive a grade of "F" for the class and must reenroll in English 1A another semester in order to meet their Area A Written Communication requirement. Incompletes are never issued for this course.

Letter Grade	Equivalent Percentages	Grade Description
A	94 - 100	Excellent
A-	90 - 93.99	
B+	87 - 89.99	Good
B	83 - 86.99	
B-	80 - 82.99	
C+	77 - 79.99	Satisfactory
C	70 - 76.99	
D	60 - 69.99	Failure without Credit
F or NC	0 - 59.99	

Extra Credit: As per CR English Department policy, there is NO extra credit available in this course. Course grades are earned by attending class and conferences and completing required assignments.

COURSE POLICIES

ATTENDANCE AND PROMPTNESS

Attendance is essential in a collaborative writing community operating in a hybrid environment. Because this class meets face-to-face only once per week, arriving late or leaving early is disruptive and interferes with my instruction and other classmates' learning and participation. If work, extracurricular activities, or personal schedules overlap or interfere with scheduled course dates and times, please take another section of English 1A.

Please visit the restroom, make phone calls, and print assignments before class. If students arrive late, it is their responsibility to see me after class that day to verify attendance. See me immediately for a consultation if attendance and missing assignments become a problem.

Since regular attendance is a critical factor in student success, students at College of the Redwoods are expected to attend all sessions of each class in which they are enrolled. In general, absences may be considered excessive when the number of absences exceeds the total number of hours that the class meets during one week. For instance, our course meets one day per week for two hours; **any more than two absences for the semester is considered "excessive" and will result in no credit for this course.** Faculty may drop students for excessive absences through the end of the 10th week of the semester.

First Week Attendance Policy: Students who have been absent from a class session within the first week of instruction, without notifying the instructor before the absence, will be dropped from the course.

Conference Attendance Policy: All students are required to attend several face-to-face individual conferences with the instructor to receive verbal feedback and assistance with essays. I devote considerable time to conferencing with all of my students; consequently, making up a missed conference is impossible. Students who do not contact me 48 hours in advance to reschedule a conference will incur significant grade deductions. Conferencing privileges may be suspended after a missed conference, and students will be asked to seek feedback from the Writing Center and the Academic Support Center during the remainder of the semester.

PARTICIPATION AND PREPAREDNESS

Participation and preparedness are essential in a hybrid course that requires both workshop-style class activities and significant online class participation. Please strictly observe the following course policies:

- Attend class and conferences regularly; arrive on time and remain for the entire session.
- Come to class and conference prepared with required texts, assignments, and materials.
- Fully and thoughtfully engage in class and online workshops, responses, and discussions.
- Log on to *MyCR* regularly and complete assignments per instructions and by deadline.
- When requested, submit required hard copy assignments in class by deadline.

CLASSROOM AND ONLINE BEHAVIOR

Please adhere to the class and online behavior policies listed below. Students who disregard these policies will be asked to leave the classroom and may be dis-enrolled from English 1A and assigned a grade of "F" if behavior is deemed egregious.

- Always maintain tolerance, respect, and appropriate social behavior in class and on-line
- Be fully present, free of drugs and alcohol (Impaired students will be asked to leave class)
- **Turn off and store** cell phones, MP3 players, and laptops unless approved for class use
- Refrain from texting or accessing personal email and social networking sites during class

DEADLINE AND SUBMISSION POLICIES

Required assignments, evaluation criteria, and deadlines will be distributed weekly through *MyCR*. Students are responsible for accessing *MyCR* frequently to view, print, complete, and upload assignments, readings, quizzes, and post forums. Documents uploaded to *MyCR* must be in **.doc, .docx, .odt, .rtf, or .pdf file format only**. I will not accept other file formats.

When requested, students must print hard copies of drafts, readings, or other assignments in preparation for class. All drafts must be formatted and submitted according to MLA guidelines. Reading and writing homework, as well as class activities, build on one another and emphasize cumulative learning; therefore, **late assignments are not accepted** and will negatively affect course grades. I do not accept assignments via email, and I will not print assignments for students. Carefully read our weekly course schedule and *MyCR* to access, complete, and submit all assignments as directed. Developing and maintaining good time management and organizational skills are critical to successful completion of this course.

Please see me as soon as possible if you are experiencing difficulty completing coursework, or if extenuating circumstances are affecting your attendance or academic performance. I want you to be successful in this course.

ACADEMIC HONESTY

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>

To discourage plagiarism, the CR English Department requires English 1A students to post all essays to **Turnitin.com** before they can receive credit. The process is simple and can be completed through our *MyCR* site. If tempted to plagiarize or cheat, or if confused about properly citing sources, please see me immediately so that we can work together to address these issues.

CAMPUS AND ONLINE RESOURCES

Academic Support Center (ASC): The ASC, located in the Learning Resource Center (library), provides test proctoring and tutoring along with computers, printers, and quiet study rooms. Individualized writing consultations may be available to CR students as funding permits (<http://www.redwoods.edu/eureka/asc/tutoring.asp>).

Bedford Integrated Media site: (<http://www.bedfordstmartins.com/media/bedhandbook9e/372124>) We will use this handbook companion site to complete various exercises and quizzes. For assistance using this site, email techsupport@bfwpub.com or call 1-800-936-6899.

Disabled Students Programs and Services (DSPS): College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present written accommodation requests 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. Students, who have a disability or believe they might benefit from disability related services and may need accommodations, should contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS. They are located on the Eureka campus in Student Services Building 113 and can be reached by calling 476-4280 (<http://www.redwoods.edu/district/dsps/>).

Online Tutoring: CR students can also access online resources and tutoring through the Online Tutoring link on our *MyCR* site.

Learning Resource Center (LRC): CR librarians are available for face-to-face consultation and assistance during regular library hours. Students may also seek assistance from a librarian online (<http://www.redwoods.edu/webmaster/mail/askalibrarian.aspx>).

MyCR Tutorials: The Distance Education division offers video tutorials to assist students unfamiliar with *MyCR*: http://redwoods.edu/departments/distance/tutorials/#mycr_tutorials.

Technological Access and Assistance: Computers, printers, scanners, and Internet access are available in the Academic Support Center and other locations within the Learning Resource Center, Writing Center, and several labs on the Eureka campus. For assistance with *MyCR* or WebAdvisor, contact the Informational Technology Services (ITS) Help Desk at 476-4160 or email its@redwoods.edu.

Writing Center (WC): All students may access individualized tutoring at the Writing Center on the Eureka campus by signing up for English 52 (variable 0.5 - 2 units, 1.5 - 6 hours per week). Computers, printers, and quiet study rooms are also available. The WC is always staffed by an instructor from the English Department and by trained writing tutors. (<http://www.redwoods.edu/departments/english/writingcenter/>)

EMERGENCY EVACUATION AND SAFE ZONES

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room) and review www.redwoods.edu/safety.asp for information on campus Emergency Procedures.

- Be aware of all marked exits from our area and building. Know the routes from our classroom to the nearest exits.
- Once outside, move to the nearest evacuation point outside the building.
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (Be aware CR's lower parking lot and 101 frontage are within the Tsunami Zone).

RAVE: College of the Redwoods has implemented an emergency alert system. Everyone is entered already to receive a message at their CR email address. In the event of an emergency on campus, students can also elect to receive an alert through personal email, and/or phones at home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the "Register" button on the top right portion of the registration page to create an account. Please use only a CR email address as the primary Registration Email. CR email addresses end with "redwoods.edu."

FINAL EXAM POLICY

Attendance and participation at the scheduled final exam period is mandatory. Students who fail to attend the final exam period and submit an Assessment Portfolio in person will receive a course grade of "F". Due to the hybrid format of our class, the official final exam schedule does not include a specified day/time for a Wednesday class. We will meet on our normal day and time (see below). This time slot has been assigned to a Monday class that meets from 4:30-5:55 PM. Please let me know immediately, if you have a Monday class at this time.

Wednesday, December 10, 2014 | 3:15-5:15 PM | Location TBD

STUDENT-INSTRUCTOR AGREEMENT

Sign and submit a hard copy of this agreement to continue enrollment in the course.

English 1A: Analytical Reading and Writing

STUDENT-INSTRUCTOR AGREEMENT

Erin Sullivan | College of the Redwoods | Section 036160 | Fall 2014

Name: _____

STUDENT: I have read the Course Syllabus and this Agreement thoroughly and carefully and agree to abide by the stated policies and requirements, and to complete the assignments and participate in the activities and workshops to the best of my ability. I will show up to class and conferences on time and be fully present, free of drugs and alcohol. When asked, I will turn off and store cell phones, laptops, tablets, and other electronic devices during classroom instruction sessions. I will refrain from browsing personal email and social networking sites, and playing computer games when in class and lab. I will display a courteous attitude and maintain tolerance, respect, and appropriate social behavior at all times both on-line and in class. I will arrive prepared with all texts and materials and submit assignments as directed to *MyCR* and in class by the published deadline.

I understand that excessive absences, tardies, early departures, general unpreparedness, and failure to complete both on-line and in-class assignments and activities by published deadlines will significantly affect my course grade. **I also understand that more than two absences for the semester is considered excessive by CR and will result in a course grade of F.** I know that participation in co- and extracurricular activities, including athletics, does not exempt me from meeting all attendance, participation, and assignment requirements. I am aware that attendance at the final exam period is mandatory and failure to appear will result in a course grade of *F*. I am also aware of the CR zero-tolerance plagiarism policy.

I am responsible for the information I miss due to absences and tardies and will first consult my classmates and *MyCR* to gather missed information. I will seek clarification regarding course content by posting questions and contributing answers to the Question and Answer Forum on *MyCR*. If I experience extenuating circumstances that affect my ability to be successful in this course, I will consult my instructor promptly to discuss my concerns.

Signed: _____ Date: _____

INSTRUCTOR: I will abide by the policies and requirements set forth in the Course Syllabus and this Agreement, and will offer a variety of assignments and activities to assist students in improving reading, writing and critical thinking skills. I will provide accurate, organized, and timely information to promote academic achievement in my course.

I will, to the best of my ability, create a positive and constructive classroom and online environment where student learning, confidence, and success are the central goals. I am committed to practicing mindful speech and active listening, and to cultivating respect and compassion in my teaching. I encourage student-teacher interaction and am available to meet individually during posted office hours, scheduled conferences, and by appointment.

I expect students to first consult classmates and *MyCR* to gather missed information due to absences and tardies, but I agree to provide secondary clarification as needed through the Question and Answer Forum on *MyCR*. I pledge to address (usually within 48 hours) inquiries and questions posed to the forum regarding the course and to address individual student concerns as necessary and appropriate.

Signed: _____ Date: _____

ENGL-1A-E6160-2014F Analytical Reading and Writing

CLASS ASSIGNMENT ABBREVIATIONS

Erin Sullivan | College of the Redwoods | Section 036160 | Fall 2014

- AP** Assessment Portfolio (culminating assignment for the entire semester)
- BIM** *Bedford Integrated Media* site (online companion site to *The Bedford Handbook*)
- F2F** Face-to-Face Grade (attendance, participation, preparedness during class and conferences)
- GWS** Grammar Workshop (*MyCR* assignment)
- NN** A Nature Narrative (essay and working folder)
- PCL** Portfolio Cover Letter (introduces the Assessment Portfolio)
- POP** Politics of Place (essay and working folder)
- PPD** Pre-Portfolio Draft
- PR** Peer/Partner Response (in-class or *MyCR* assignment)
- PRG** Peer Response Group (in-class or *MyCR* assignment)
- PW** Prewriting (in-class or homework assignment)
- RA** Reading Activity or Assignment (in-class or homework assignment)
- RD** Rough Draft
- RN** Reading Nature (grading category for reading assignments, quizzes, responses, and activities)
- RRF** Reading Response Forum (*MyCR* assignment)
- RRP** Reflection and Revision Plan (*MyCR* assignment)
- RQ** Reading Quiz (*MyCR* assignment)
- RVD** Revised Draft
- RWS** Research Workshop (in-class or *MyCR* assignment)
- TAP** Textual Analysis of Place (essay and working folder)
- WF** Working Folder (electronic and physical file folder for copies of essay assignments)
- WL** Writers Log (in-class or *MyCR* assignment)
- WP** Working Portfolio (electronic and physical collection of all course work this semester)
- WS** Workshop (in-class or *MyCR* assignment)
- WWS** Writing Workshop (in-class or *MyCR* assignment)

English 1A: Analytical Reading and Writing

COURSE SCHEDULE

Erin Sullivan | College of the Redwoods | Fall 2014 | Weeks 1 - 4

WEEK	DATES	HOMework AND CLASSROOM ASSIGNMENTS AND DEADLINES
1	Welcome to English 1A! (See the MyCR Navigation Guide at the end of the schedule to locate documents, readings, forums, assignments, quizzes, etc.)	
	8/27 Wed	Class Session: Introduction and Roll Call Library Session (move to Library 103): <input type="checkbox"/> Discussion: The rhetorical elements of the <i>Course Syllabus</i> <input type="checkbox"/> Set up your <i>MyCR</i> profile (<i>MyCR</i> Workspace/Profile 2) and post a recognizable face photo <u>please</u> . <input type="checkbox"/> Navigating <i>MyCR</i> : Find the location of each homework assignment for Weeks 1 and 2 <input type="checkbox"/> Set up <i>Bedford Integrated Media</i> : http://www.macmillanhighered.com/launchpadsolo/bedhandbook9e/606722 (Record login and password here: _____) Homework: (We will begin these assignments in class if time allows; if not, complete at home.) <input type="checkbox"/> Nature Narrative timeline (see <i>Nature Narrative assignment sheet</i> in <i>MyCR/Resources</i> for instructions) <input type="checkbox"/> Post "Introduce Yourself" Forum: What is nature? What is your relationship to nature?
	8/31 Sun	Homework (post to <i>MyCR</i> by 11:55 PM): <input type="checkbox"/> Continue replying to introductions on "Introduce Yourself" forum <input type="checkbox"/> Actively read <i>Reading Nature Assignment Sheet</i> and <i>Reading Response Rubric</i> <input type="checkbox"/> Watch Louv's video interview <i>The Nature Principle</i> <input type="checkbox"/> Post RRF 1 (<i>The Nature Principle</i>) and reply to each other's comments <input type="checkbox"/> Purchase <i>The Bedford Handbook 9e</i> (with <i>BIM</i> access code), supplies, and materials
<input type="checkbox"/> Please bring <i>The Bedford Handbook</i> and <u>paper copies</u> of assigned readings and essay drafts to class <u>every Wednesday</u> . <input type="checkbox"/> Questions? Post to the Question and Answer Forum in <i>MyCR/Discussion Forums</i>		
2	9/02 Tues	Homework (post to <i>MyCR</i> by 11:55 PM): <input type="checkbox"/> Upload: Letter of Introduction <input type="checkbox"/> Read <i>Bedford</i> "Reading and writing critically" (109-13) and "Guidelines for active reading" (114-15) <input type="checkbox"/> Print/actively read: Adler's "How to Mark a Book" and prepare for in-class discussion <input type="checkbox"/> Take RQ Adler (multiple attempts allowed) <input type="checkbox"/> Print/actively read: <i>Narrating, Nature Narrative (assignment sheet), Revision Checklist: A Nature Narrative</i>
	9/03 Wed	Class Session: <input type="checkbox"/> Due: 1 hard copy of Letter of Introduction and signed Agreement (attached to Course Syllabus) <input type="checkbox"/> Bring: Adler's "How to Mark a Book" for discussion of active reading and rhetorical elements <input type="checkbox"/> Bring: Nature Narrative Timeline (see Nature Narrative assignment sheet for instructions) <input type="checkbox"/> Workshop: Drafting <i>A Nature Narrative</i> (NN)
	9/07 Sun	Homework (post to <i>MyCR</i> by 11:55 PM): <input type="checkbox"/> Print and actively read: Hogan's "Walking" <input type="checkbox"/> Take RQ Hogan (only one attempt allowed) <input type="checkbox"/> Post RRF 2 (Hogan) <input type="checkbox"/> Complete GWS 1: Review Parts of Speech

English 1A: Analytical Reading and Writing

COURSE SCHEDULE

Erin Sullivan | College of the Redwoods | Fall 2014 | Weeks 1 - 4

WEEK	DATES	HOMEWORK AND CLASSROOM ASSIGNMENTS AND DEADLINES
3	9/09 Tues	Homework (post to <i>MyCR</i> by 11:55 PM): <input type="checkbox"/> Review: "Narrating" (This <i>Norton Field Guide</i> chapter on <i>MyCR</i> is a great reference while composing NN) <input type="checkbox"/> Compose/Upload/Print: NN RD <input type="checkbox"/> Complete the parts of speech highlighting exercise on one full page of NN RD per GWS 1 <input type="checkbox"/> Read <i>Bedford</i> "Reading and writing critically" (115-21)
	9/10 Wed	Class Session: <input type="checkbox"/> Bring: Hogan's "Walking" <input type="checkbox"/> Bring: 1 hard copy NN RD (with parts of speech highlighting exercise on <u>one full page</u> per GWS 1) <input type="checkbox"/> Partner Response: 20 Questions <input type="checkbox"/> Workshop: Revising the Nature Narrative (narrative elements, sensory detail, sequencing)
	9/14 Sun	Homework (post to <i>MyCR</i> by 11:55 PM): <input type="checkbox"/> Print and actively read: Louv's "Reconnecting to Nature in a Technological Age" and prepare for discussion <input type="checkbox"/> Post RRF 3 (Louv) <input type="checkbox"/> Take RQ Louv (only one attempt allowed) <input type="checkbox"/> Complete GWS 2: Review Basic Punctuation
<input type="checkbox"/> Please bring <i>The Bedford Handbook</i> and <u>paper copies</u> of assigned readings and essay drafts to class <u>every Wednesday</u> . <input type="checkbox"/> Questions? Post to the Question and Answer Forum in <i>MyCR</i>/Discussion Forums		
4	9/16 Tues	Homework (post to <i>MyCR</i> by 11:55 PM): <input type="checkbox"/> Revise/Upload/Print: NN RVD
	9/17 Wed	Class Session: <input type="checkbox"/> Bring: 1 hard copy NN RVD (with basic punctuation highlighting exercise per GWS 2) <input type="checkbox"/> Partner Response: I-Statements <input type="checkbox"/> Bring: Louv's "Reconnecting to Nature in a Technological Age" <input type="checkbox"/> Discussion: The Nature Principle, thesis statements, summaries
	9/21 Sun	Homework (post to <i>MyCR</i> by 11:55 PM): <input type="checkbox"/> Print and actively read: E.O. Wilson and prepare for in-class discussion <input type="checkbox"/> Take RQ Wilson (only one attempt allowed) <input type="checkbox"/> Post RRF 4 (Wilson) <input type="checkbox"/> Complete GWS 3: Review Fragments and Run-ons
Looking Ahead: We will begin a new essay next week: <i>Textual Analysis of Place</i> (TAP) Start thinking about a nature text that you would like to read and analyze for this essay assignment.		
MyCR Navigation Guide: (see also the list of assignment abbreviations on the last page of the <i>Course Syllabus</i>)		
Course Syllabus and Weekly Schedules: <i>MyCR</i> /Syllabus Essay and Letter assignment upload: <i>MyCR</i> /Assignments Grammar Workshops (GWS): <i>MyCR</i> /Lessons and the <i>BIM</i> site Nature Narrative documents (NN): <i>MyCR</i> /Resources/Nature Narrative		Readings (and videos): <i>MyCR</i> /Resources/Reading Nature Reading Response Forums (RRF): <i>MyCR</i> /Discussion Forums Reading Quizzes (RQ): <i>MyCR</i> /Tests and Quizzes Templates: <i>MyCR</i> /Resources/Templates