

Syllabus for: (name of class)
English 1A: Analytical Reading and Writing

Semester & Year:	Spring 2015
Course ID and Section Number:	English 1A-CRN E7592
Number of Credits/Units:	4
Day/Time: Location:	M/W 3:45-5:50pm, MHS
Instructor's Name:	Cyndy Phillips
Contact Information:	Office location and hours: N/A –By appointment Phone: n/a Email: cyndy-phillips@redwoods.edu

Course Description (catalog description as described in course outline):
English 1A is a 4 unit 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. [Prereq=English 150 (or equivalent) with grade of "C" or better or appropriate reading and writing scores on the placement exam.]

Student Learning Outcomes (as described in course outline) :
Learning Outcomes: Students who successfully complete English 1A should be able to:

- 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 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>

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Theme: Making a Difference—

In most college courses today, one is exposed to a large degree of information in a very short amount of time. Although some of that information stays with us, most of us are caught in a web where we learn information for the class, pass, then forget the information the moment we move on to the next class. Yet education can be more valid and real than this.

Indeed, in this crucial juncture of our day—this crossroads of increased violence, economic disparity, environmental impact, and family system breakdown, this time commingled with vast potholes in our educational, health, and governmental systems—now is the time to emphasize the role that schools can play in preparing students “*to know and to do*” in order to make a difference.

Our course theme has just that goal. It encourages us to become involved in our communities, becoming active rather than passive learners. In this course we’ll use our readings, assignments, and activities to focus on local, national and global community issues that affect us all in order to learn about our increasingly varied and changing world; to connect with people, places, and situations foreign to us; and to develop both compassion and resourcefulness in making positive changes. This course will encourage us to think critically about what we value, what other individuals in our community value, and how we can work together to merge our values and contribute to a better world. Thus, you will be urged to find an area within this giant umbrella that speaks to you, and—once found—**actively** work within that area to make a difference with your writing. Indeed, for our formal writing assignments, you will draw on your writing abilities and your passions in order to write arguments aimed at specific, real-world audiences for possible publication.

Course Requirements: Keep in mind that college is designed to challenge you, to test your intellectual, personal, and perhaps even psychological boundaries, and to help you find creative solutions to questions that “itch” you. *It isn’t supposed to be easy, nor is it supposed to be thoughtless.* With this in mind, over the course of the semester, the class load will begin on the heavier side, plateau mid-to-late semester, and gradually decrease the last few weeks of classes. Students from past classes have helped me to design this system, and most students who have successfully completed this course report that even if they felt disgruntled with the workload at first, as the course continued—and energies for school decreased, other class loads began to pick up, and life uncannily followed “Murphy’s Law”—they were exceedingly relieved the last month or so of this course that this class’ workload was lighter. Should you begin to feel overwhelmed and disgruntled as to the amount of course work for this class, don’t forget this!! Keep it as your mantra that you can say to yourself during deep inhales and exhales.

☺ In particular, ***keeping an eye on due dates, writing down homework assignments given in class, and regularly checking your email to confirm assignments added during class will help you to keep up with the workload.***

In this class, you are expected to keep up with all the requirements as outlined below AND show up to each class on time, ready and willing to share in discussions and work together through some challenging issues... You should also count on ~6 hours of homework per week for this class. The course breakdown consists of the following:

- **Writing—** Most people take years to develop a strong personal style in their writing, yet one of the most important tools you will develop in this class, if you actively participate, will be a greater consciousness of what happens as you generate ideas, organize your thoughts, and improve upon them through the process of revision. You will become more conscious of how you say, what you say— how you build bridges to cover the gap in knowledge between you and your reader, how you “show” your readers your side, how you react to theirs, how you embellish and support your arguments, how you organize for effect, and on and on.

To accomplish this purpose, 3 formal analytical/argument papers will be compiled, each complete with a writer’s archive—a minimum of 3 distinct drafts, peer responses, writing center responses, and instructor conferences/critiques—and students will also compile 1-2 query letters (*see course daily plan for due*

dates). At least one formal paper must include substantial research with MLA documentation and at least one formal paper must be sent out to our global community for possible publication. Late paper assignments will follow the policies agreed upon and outlined in our class grading contract.

You will also be responsible for completing shorter writing assignments such as Analytical Reading Logs (ALS), peer feedback letters, annotations, and in-class writing exercises. All in all, you should count on writing ~1000 words a week.



- **Reading and critical thinking homework assignments**— We will be using our class readings (on MyCR), current books, periodicals, print & on-line news/articles sources, videos, and other media forms as a springboard to discovering what one person can do to make a difference in the world. With these sources, we will practice **active, critical thinking**. We will ask questions, explore connections, and struggle to make meaning out of complex ideas. We will seek to understand the value of these works for ourselves individually and for our community as a collective body. This type of reading also urges us to try to understand “the other side” before we make our assertions.
In order for this to happen, each of us will also need to be ready to engage in useful, penetrating discussions and group activities about our readings and the ideas we encounter. As long as you keep up with the assignments and are actively pursuing your own understanding of the difficult issues we take up, you should have no problem here. (**Note:** Again, the key word above is “**actively**.”)
With this in mind you will need to:
 - Read the required texts/articles
 - Maintain analytical logs (ALS) on assigned readings (See “ALS on MyCR for details.
 - Find, share, and lead discussions on various areas of interest with the rest of the class
 - Complete other critical thinking/writing classwork and homework as assigned
- **Grammar & Mechanics**—We’ll spend some time working through MLA citation and proper documentation. Plus although this course’s focus is not on teaching grammar and mechanics, we will spend some class time in review of these parameters as well. Beyond this, you will learn how to use a college handbook for self-study. Extra exercises will be assigned according to your individual weaknesses (if any). In addition, you may use the writing center, conferences, and/or handbook exercises to prevent and correct errors in your writing.
- **Conferences**—I will be scheduling conferences inside of class time, perhaps even in lieu of class time, for your formal papers. Each of you will be expected to meet with me at least once this semester to discuss your progress in the course. It’s the law.
- **Attendance**—Since the main purpose of this class is to bring us all together so that we can engage one another in the process of discovery, *each of us needs to be in the classroom on time, prepared, ready to think, read, write, and share*. To encourage this behavior, the following attendance policies will be **strictly** enforced:
 - At CR, students are expected to attend all sessions of each class in which they are enrolled. Students may not miss more than two weeks of class. For example, if a class meets twice a week, students should not exceed 4 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.
 - Outside of **emergencies** that are documented **legally or medically**, no distinction will be made between excused and un-excused absences. Extracurricular-activity participants, working parents,

the sick, the healthy, etc, are all held to the same standards. Student athletes are required to be given leeway on game/practice mandated absences—however athletes are still responsible for all their work being done on time—the same as the rest of the class. *Use your absences well.*



- Students who miss any class during the first week will be dropped so students who are on the wait list (and present) will be given their seats.
 - **University Drop Policy:** Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes. *For more information, please see CR's website.*
 - *Students are expected to arrive to class on time.* Arriving late, leaving early, and/or habitually coming late or leaving early will count as an absence at the teacher's discretion (one warning will be given). *If you are late or miss a class, you are still responsible for finding out what you missed and completing the assignment on time.*
 - If you arrive late for a class, please **come in quietly**, and wait for group time to conference with me about what you missed *and to ascertain I have noted your attendance correctly for the day.*
 - Absences and tardies should be used to accommodate special circumstances only. If you must miss a class meeting completely or if you need to leave early, get assignments from me or another student before the next class meeting, check MyCR for updates and for possible emails from me, complete your work by the class due dates, and pick up any missed handouts from me at the start of the next class.
- **Late Assignment Policy**— Students are expected to arrive on time and with completed assignments in hand. *If you have any formal paper assignment (draft 1-3) that is due on a date you are out, it is still your responsibility to make sure that you get it to me by THE START of the class when it is due for it to be considered "on time."*

All other assignments are to be submitted upon your first return to class in order to count as on time.

All late assignments must be submitted with the "What's My Grade?" signature sheet. Late assignments submitted after one week of the original due date or submitted without this form will receive a zero and will count as a missing assignment. {Note: As Paper #3 counts as your final exam, its third draft cannot be submitted late; if it is not submitted on time; your third paper grade will become a zero.}

- **Participation**—Participation and preparedness are essential in a collaborative writing community operating in a workshop environment. Everyone has the opportunity to earn 100% participation grade by completing homework before coming to class; bringing the appropriate course materials to class; contributing to class discussions, workshops, and activities, and by exhibiting respectful and ethical behavior at all times. As coming to class unprepared, unwilling to participate, or unwilling to follow the classroom behavior policies outlined below seriously undermines student success and cheats colleagues, repeated unpreparedness may result in either dramatic course grade reduction or disqualification from the course.

Other Notable Class Policies

CLASSROOM BEHAVIOR

In order to create a positive and productive working environment, disruptive and disrespectful behavior will not be tolerated—in consideration of this idea, a no technology policy is instituted in this class. This means that no technology devices, what-so-ever, are permitted to be used by students during class time except when you are SPECIFICALLY asked to bring such devices to class to foster creativity and collaborative learning. Students who violate the no technology policy will be given one warning. After a warning, you will be asked to leave the class for the day, and you will not be given credit for attendance—*no exceptions, it's the law.*

Additionally, students are expected to behave professionally: to arrive on time; to be sober, rested, and ready to work; and to come prepared with assignments printed/posted/completed. Students' actions and words should demonstrate respect for the instructor and for their classmates. *Anyone who disrupts the learning environment by*



acting inappropriately or unethically may be asked to leave and that class will count as an absence.

ACADEMIC MISCONDUCT:

Cheating, plagiarism, 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 or papers will receive an “F” in the course. To help keep all of us on the path of the tried and true, each of your final papers is required to be submitted to www.turnitin.com before being accepted for grading. For more information on academic misconduct, the student code of conduct is available on CR’s website at:

<http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%202002-07-2012.pdf> .

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COMPUTER SKILLS:

This course requires adequate computer skills. You should be able to navigate websites, open and download files, use a word processor and be able to convert files, if necessary, into .doc/x (Microsoft office) or .rtf (Rich Text Format), and submit to MyCR and turnitin.com (more on this later). Anticipate problems with your computer and internet access (including power outages and printer problems) by not waiting until the last minute to submit assignments. It is your responsibility to meet the class deadlines; I will not accept yee ‘ol “*my computer crashed...the printers in the library weren’t working...I ran out of money for printing...turnitin crashed*” excuses. Ultimately it is up to you to meet the technological demands of this course. ***Also note 24/7 on-line English tutoring is available through MyCR, and there is also a DE class orientation for students who have little to no experience in the on-line environment. See me for details if interested in the later.***

STUDY GROUPS:

You are encouraged to exchange contact information with at least 4 other people in this class as a means to help you keep up with assignments. [We’ll have sign-ups in week 2]. If at any time you miss a class, please contact someone in your study group first to find out what you missed and what is due the next class. If you have tried, yet failed, to reach any of your study group members in sufficient time for class, or if (after contacting them) you still need further information, you are welcome to contact me. You can also use your study group members to “compare notes” about what is due & when, how to best complete assignments, how to better write/read/study, etc...the sky is the limit according to your groups’ particular interest.

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 as early as possible to ensure 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 ASAP or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.

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EMERGENCY PRODEDURES:

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.

During an evacuation:

- Be aware of all marked exits from your area and building. Know the routes from your work area to the nearest exits.
- Once outside, move to the nearest evacuation point outside your 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, you can also elect to receive an alert through your personal email, and/or phones at your home, office, and cell. This emergency alert system will be available to all students, staff, and other interested parties.

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.

During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with "redwoods.edu."

CR will test the system each semester to be sure that you are getting alerts at all of your destinations. Please contact Public Safety, [707-476-4112](tel:707-476-4112), security@redwoods.edu, if you have any questions.

GRADES:

Oh yes—these. ☺ Your grades throughout English 1A will be computed according to what we collectively decide for our class grading contract.

For this course, we will use the following "end of semester" scale:

A=100-93%	A-=92-90%	} A LEVELS=EXEMPLARY WORK	
B+= 89-87%	B=86-83%	B-=82-80%	} B LEVELS=GOOD, COMPLETE WORK
C+=79-77%	C=76-70%	} C LEVELS=SATISFACTORY WORK	
D=69-60%	F=59% & below	} THESE LEVELS=BELOW SATISFACTORY WORK	

{Note: English Department Policy Mandates No Extra Credit is Allowed}



An Invitation:

Together we'll be nurturing an environment of continued growth as writers and as active community members. I am here to coach you through this process and help you achieve success in every way that I can. I am more than willing to help you work through the tougher parts of the class, but you need to communicate openly with me as this is an intense, involved class that expects a lot of self-discipline from you. If you feel that you are falling behind, come talk to me as soon as possible. If you ask, I will offer extra help to get you through and/or direct you toward others who can also help. Talk to me before or after class, set up a scheduled conference appointment, email me or, for matters of dire importance that need help immediately, call my cell phone directly and if I don't answer, leave a clear, specific message, including your telephone number. I will get back to you as soon as possible. *And for help with your papers, remember you can always turn to the Writing Center for help as well.* I look forward to sharing this journey with you and discovering what we can do together to make a positive difference in our world, right here and now.

~Cyndy

Tentative Class Daily Plan (Spring 2015)

CAUTION: AS WE CO-CREATE THIS CLASS' ENVIRONMENT TOGETHER, OUR DAILY PLAN MAY SHIFT INTO NEW DIRECTIONS THIS SEMESTER; CHANGES MAY BE MADE BASED ON TEACHER DISCRETION AND/OR ON COLLECTIVE AGREEMENT...



Week 1	Class Activities	Homework for that night {always to be completed BEFORE the next class meeting, unless otherwise stated}
Wed-1/21	Course Introduction and in-class activity Discussion of grading contract options	<ul style="list-style-type: none"> • Purchase all required materials. • Explore our class site on MyCR. • Carefully read over your syllabus and our class grading contract (under MyCR “Syllabus” tab, far left). Print this out if desired; refer to it often.... • Bring questions, if any, on any of the above to our next class. • Bring your reflective log notebook to our next class <i>(Note: from this point on, please always bring your log notebook to class with you).</i>
Week 2	1/23=Last Day to Add a Class 1/30=Last Day to Drop without a “W” and Receive a Refund	
Mon-1/26	English Assignment #1-Part 1	<ul style="list-style-type: none"> • Read King’s Essay (under MyCR “Assignments” tab) • Read “Issues, Claims, Ideas” (under MyCR “Lessons” tab) • Read “Thesis Overview” on MyCR (“Lessons”) • Complete ALS #1—instructions & due dates posted on MyCR (“Assignments”) • Complete Assignment #1-Part 2 due by 1/28, 3:45pm
Wed-1/28	Syllabus & Contract Q&A Reading Review + Critical Reading Discussion Discussion of ALS #1 Discussion of Assmt #1	<ul style="list-style-type: none"> • ALS #2—instructions and due dates posted on MyCR (Assignments)
Week 3	2/2=Census date	
Mon-2/2	Discuss reading and ALS #2 Writing Exercises Study group sign-ups “What’s My Grade” Handout	<ul style="list-style-type: none"> • TBA

Wed- 2/4	In class movie—Shadyac’s <i>I am</i>	<ul style="list-style-type: none"> • TBA
Week 4	2/12=Last Day to File P/NP Option	
Mon- 2/9	<i>I Believe</i> Intro Freewriting Response to <i>I Believe</i> Writing Process & Prewrites Workshop 1 st draft instructions	<ul style="list-style-type: none"> • Read “Bird by Bird” under MyCR (Assignments) • Prepare Paper #1’s first draft per the paper guidelines for peer review in our next class
Wed- 2/11	PAPER #1 FIRST DRAFT DUE. WRITING WORKSHOP Model + peer response group writing workshop	<ul style="list-style-type: none"> • TBA • Bring first draft back to our next class for peer review
Week 5		
Mon- 2/16	President’s Day—School Holiday	<ul style="list-style-type: none"> • Complete 2/11 HW
Wed- 2/18	Guest Speakers on Using Your Voice to Make a Difference—Vanessa Pike- Vrtiak & Therese Fitzmaurice	<ul style="list-style-type: none"> • Prepare Paper #1’s second draft per the paper guidelines for peer review in our next class
Week 6		
Mon- 2/23	PAPER #1 SECOND DRAFT DUE. Stacked fishbowl responses & writing workshop	<ul style="list-style-type: none"> • TBA • Read “Intros” and Review “Thesis Overview” (MyCR Lessons)... • Complete ALS on the above (instructions and due dates posted on MyCR Assignments)
Wed- 2/25	Introductions & PODs Writing Workshop	<ul style="list-style-type: none"> • Read MOP & Development (on MyCR Lessons) • ALS Assignment TBA
Week 7	3/5= Last Day to Petition to Graduate or Apply for Certificate	
Mon- 3/2	MOP & Development Workshops	<ul style="list-style-type: none"> • TBA-Dvpt Conceptual Workshop • Register for this class on turnitin.com— instructions on MyCR (Resources) • Bring in Bedford Handbook to our next class

Wed-3/4	Development Workshop HW Discussion Conclusions, grammar, and citation basics (Bed HB ex.) 3 rd draft guidelines	<ul style="list-style-type: none"> • Read “Conclusions,” “Basic Grammar” and” MLA Lesson #1” on MyCR(Lessons) • (Optional)= Bedford Handbook Readings on the above • Prepare Paper #1’s third draft per the paper guidelines for our next class
Week 8		
Mon-3/9	PAPER #1 THIRD DRAFT DUE. Writing Workshop	<ul style="list-style-type: none"> • TBA • Complete “Conclusions Mixer Exercise” (MyCR Assignments) • Review Exploring the Audience Exercise—figure out what you want to bring with you next class to help you work on this assignment successfully during class time....
Wed-3/11	Conclusions Mixer Class Exercise Exploring the Audience assignment—Bring tech to class if you like.... Conferences as needed	<ul style="list-style-type: none"> • Complete one more prewrite for paper #2 (show to me next class for credit check) • Prepare Paper #2’s first draft per the paper guidelines for peer review next class • Have a great spring break!
Week 9 3/15–3/21		
SPRING BREAK—WHOOOoooo—		
Week 10		
Mon-3/23	PAPER #2 FIRST DRAFT DUE Peer response writing workshop	<ul style="list-style-type: none"> • Review “Citations & MLA” (MyCR Lessons) & take Citation Quiz (MyCR Tests)
Wed-3/25	Citation Basics Writing Workshop	<ul style="list-style-type: none"> • Prepare Paper #2’s second draft per the paper guidelines for peer review in our next class
Week 11 4/3=Last Day for Student and/or Faculty Initiated Withdrawal (no refund)		
Mon-3/30	PAPER #2 SECOND DRAFT DUE Peer Response Writing Workshop	<ul style="list-style-type: none"> • TBA • Read over 3 Organization Files (MyCR Lessons) • Complete Organization Workshop Assignment (MyCR Assignments) • Bring highlighters (5 colors) and post-its to our next class
Wed-4/1	Organization Workshop Writing Workshop	<ul style="list-style-type: none"> • TBA
Week 12		
Mon-4/6	Writing workshop as needed Third Draft Guidelines	<ul style="list-style-type: none"> • Prepare Paper #2’s third draft for our next class

Wed-4/8	PAPER #2 THIRD DRAFT DUE Writing Workshop on next paper assignment Presentations Intro (Finals) QL Introduction	<ul style="list-style-type: none"> • Prepare Paper #3's first draft for our next class • Read "Query Letter Clinic" on (MyCR Lessons) • Query Letter first draft due on 4/15
Week 13		
Mon-4/13	PAPER #3 FIRST DRAFT DUE. Writing workshop + Conferences	<ul style="list-style-type: none"> • TBA • Type up QL First Draft for next class.
Wed-4/15	QUERY LETTER FIRST DRAFT DUE. Out of class assignment with study group	<ul style="list-style-type: none"> • Prepare Paper #3's second draft per the paper guidelines for peer review in our next class
Week 14		
Mon-4/20	PAPER #3 SECOND DRAFT DUE. Writing workshop + Conferences	<ul style="list-style-type: none"> • Type up QL Second Draft for next class.
Wed-4/22	QUERY LETTER SECOND DRAFT DUE. Writing workshop + Conferences	<ul style="list-style-type: none"> • TBA
Week 15		
Mon-4/27	Writing Workshop & Conferences	<ul style="list-style-type: none"> • Make final revisions of essay #3 and prepare publication verification per the paper's guidelines--due next class (NO LATES ACCEPTED)
Wed-4/29	PAPER #3 FINAL DRAFT + PUBLICATION VERIFICATION DUE Collection of Final Materials Final exam instructs Class Presentations	<ul style="list-style-type: none"> • ALS—see instructions & due date on MyCR (Assignments)
Week 16		
Mon-5/4	Class Presentations	<ul style="list-style-type: none"> • Final ALS—see instructions & due date on MyCR (Assignments)

Wed- 5/6	Class Presentations	<ul style="list-style-type: none"> • <i>Final Fishbowl Assignment</i> • Congratulations! You are sooooo done 😊 Take the night off, go to a yoga class, or spend some time at the beach. You deserve it.
Week 17—Finals week		
Mon—5/11	3:15-5:15pm = Class Final Assessments & Potluck - (Grades Available on WebAdvisor tomorrow)	