

<b>Syllabus for: (name of class)</b> English 1-A	
<b>Semester &amp; Year:</b>	Spring 2015
<b>Course ID and Section Number:</b>	E 7815
<b>Number of Credits/Units:</b>	4
<b>Day/Time:</b>	Tu/Th/F
<b>Location:</b>	HU 211
<b>Instructor's Name:</b>	Penelope Schwartz
<b>Contact Information:</b>	Office location and hours: By appointment Phone: 207-939-3098 CELL Email: <a href="mailto:penelope-schwartz@redwoods.edu">penelope-schwartz@redwoods.edu</a>
<b>Course Description (catalog description as described in course outline):</b> 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.]	
<b>Student Learning Outcomes (as described in course outline) :</b> Students who successfully complete English 1A should be able to: <ul style="list-style-type: none"> <li>• Analyze argumentative claims.</li> <li>• Respond to arguments with persuasive critical essays.</li> <li>• Locate, synthesize, and document sources for use in response to arguments.</li> <li>• Revise and edit for sentence structure and mechanics.</li> </ul>	
<b>Special accommodations:</b> 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.	
<b>Academic Misconduct:</b> 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: <a href="http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf">http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf</a> 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 and Writing E7815  
Tu/Thu/F: 1:15-2:30 pm  
HU 211  
**SYLLABUS**

**Required Textbooks and Materials:**

- John T. Gage, *The Shape of Reason: Argumentative Writing in College* (New York: Pearson Longman, 2006). 4<sup>th</sup> Edition. ISBN: 01-321-32077-8.
- Diana Hacker and Nancy Sommers, *The Bedford Handbook* (Boston/New York: Bedford/St. Martin's, 2010). 8<sup>th</sup> Edition. ISBN: 1457608030.
- Gerald Graff, *They Say/I Say: The Moves that Matter in Academic Writing* (New York: W.W. Norton & Company, 2012). 2<sup>nd</sup> Edition. ISBN 978-0-393-93584-4.
- Terry Tempest Williams, *Refuge, An Unnatural History of Family and Place* (New York: Vintage Books, 2001). 10<sup>th</sup> Anniversary Edition. ISBN: 0-679-74024-4.
- Multiple online texts available for download and printing on Canvas.
- A good college-level dictionary (at least 70,000 words), paper or electronic.
- A good college-level thesaurus – I highly recommend *Roget's International Thesaurus*, 7<sup>th</sup> edition, paperback.
- Regular access to a computer and the rudimentary knowledge of how to use it.
- Paper and pen for every class.

**Suggested Texts, Readings:**

- *Where the Bluebird Sings to the Lemonade Springs: Living and Writing in the West* by Wallace Stegner.
- *This Changes Everything* by Naomi Klein.
- *Walden (Or Life in the Woods)* by Henry David Thoreau.
- *Desert Solitaire: A Season in the Wilderness* by Edward Abbey.
- *What Are People For?* by Wendell Berry.
- *Silent Spring* by Rachel Carson.
- *The Art of the Commonplace* by Wendell Berry.
- *The Sound of Mountain Water: The Changing West* by Wallace Stegner.

**Course Goals:** Mainly we will focus on reading, critical thinking, and writing about arguments. That means that 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 the 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. By the end of this term, if you have actively participated in the work we do together, you will know what it means to hold an opinion about an issue and whether that opinion is based on reasoned belief, emotional appeal, authority, or something else.

By the end of the term, if you have successfully completed the class, you should be able to:

- Identify and evaluate the issue, claim, and major supporting arguments in a variety of non-fiction texts.
- Write unified, well-developed, logical, coherent, and convincing analytical or argumentative essays.
- Recognize and use a variety of rhetorical strategies appropriate for the purpose and audience of an essay and/or presentation.
- Formulate and defend a stance in response to issues and claims presented in visual, written, or oral arguments.
- Support claims effectively with relevant, thoughtful, and sufficient evidence drawn as appropriate from written texts and from the writer's own experience and knowledge.
- Integrate and correctly cite the ideas of others through paraphrase, summary, and quotation into an essay that expresses the writer's own voice, position, and analysis.
- Locate data or other information, appropriate for a specific need, from a variety of print and electronic sources, including online subscription databases.
- Craft effective sentences of varying structure and type to clarify the meaning, relationship, and importance of ideas.
- Recognize and eliminate significant errors in grammar, usage, and punctuation through careful editing and proofreading.
- Use your sense of the complexity and care required to research a topic to shape your ideas and document the ideas of others as they relate to your own.
- Use source materials to construct your own arguments.

**Reading Actively:** I have selected texts that I believe should stimulate your minds and give you important insights into critical thinking, communicating, researching and learning how to practice the sort of skills you will need through the rest of your college coursework. I will be asking a good deal of you in your reading--most importantly of all, **I ask you to practice active reading.** This means that when you read, you ask questions, you wonder about connections, and you struggle to make meaning out of complex ideas. You will need to engage our texts with a spirit of discovery *and* skepticism. You will also need to be ready to engage in useful, penetrating discussions and group activities about our readings and the ideas we encounter. Toward that end, **I recommend that each of you purchase a separate reading notebook in which you keep notes, thoughts, and ideas for the purpose of preparing for in-class writings and discussion and keeping track of material and ideas you encounter as you engage in research.**

If you read actively and participate strongly in our discussions and in your individual groups, you will soon see that the selected texts complement and speak to one another. You will, in short, begin to recognize the interconnectedness of inquiry and critical thinking and composing and presenting your own complex ideas in words. I have organized the course and selected books and essays that should lend themselves to the process of questioning assumptions and discovering the

basis for our opinions. In general, the central question I will be asking each of you to answer is this: What do these writings, ideas, class discussions, and group presentations lead me to believe? There will be a host of other, more specific questions about analysis, critical thinking, rhetoric, research, and composition that arise out of our reading, listening, viewing, talking, and writing, but **as long as you are actively pursuing your own understanding of the difficult issues we take up, you should have no problem remaining engaged in our class.**

Note: **the key word above is “actively.”** To become a more active student you will have to understand the value of our work for yourself individually and for your community as a collective body. This means you will have to believe that deeper understanding of specific issues can have an effect on your actual life. It also means reading with an open mind, fully prepared to entertain new ideas, new images, and new concepts. It means trying to imagine the experiences of those you read about and trying to understand how they were affected by these incidents and thoughts. Reading actively also means you will have to believe that a book—and the ideas and expressions contained within it—can affect a person's life. The reading for this course will demand a great deal 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 in their writing, so please bear this in mind and be patient with yourself as we work through the assignments during this term. Though you may not see the kind of prominent improvement you'd like in just a month or two, many others who read your work and have more objectivity about it will likely notice changes (especially people like me who have been reading college students' essays for more than 15 years). One of the most important things you will get from this class if you participate and strive to write better will be a greater consciousness of what happens as you generate ideas, plan and organize your thoughts, then execute and improve them through the process of revision. If you approach your writing in this course as the practice of trying ideas, opinions, and beliefs (the word "essay" derives from the French term for "try"), then you will almost certainly grow as a writer. As for the mechanics and grammar of your writing, since some of you will 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 them. I may ask some of you to arrange for individual meetings if your errors persist, but this course is not primarily a course in grammar, punctuation, and mechanics. Throughout the term, we will focus specifically on questions of style and eloquence, but in the main we will be practicing inquiry and argument.

**The Assignments:** Please pay close attention to the **Course Schedule** in order to keep track of when readings should be done and when the writing is due. Note: **All reading assignments must be done before the start of the class listed. All writing assignments are due at the beginning of class on the day listed.** Be sure to come to class prepared for discussion. Brief descriptions of the graded writing assignments follow. (Note: Do not expect to pass this class without handing in all of the writing assignments. Also, make sure you never give me the only copy of an assignment—it is your responsibility to keep electronic and/or paper backup copies.)

**The Writing:** You will be working on several different kinds of writing projects this semester. I will also ask you to write in class frequently. There will also be two short **Research Interest Essays**, a **Group Issues and Inquiry Essay**, and an **Individual Research Project Essay**. A list of the due dates for these writings follows:

**In-class Writing #1-** Friday, 1-30-15

**Research Interest Essay #1** (4+ pages) – Tuesday, 2-17-15

**Group Issue and Inquiry Essay** (4+ pages) – Tuesday, 3-3-5

**In-class Writing #2** – Friday, 3-6-15

**In-class Writing #3-** Tuesday, 3-31-15

**Research Interest Essay #2** (4+ pages) – Thursday, 4-23-15

**Individual Research Project Essay-Final Version** (10+ pages) Friday, 5-15-15 by 1:00 p.m.

**Late Paper Policy:** If an emergency arises and you cannot turn in the RIE #1 or RIE #2 on time, you **must** let me know within 24 hours of its due date to arrange a time when you will be permitted to submit the paper. I will not accept any late papers unless you contact me within the time specified. Depending on the circumstances, you may not receive full credit for late work. You can only turn in one late RIE during the semester. **In-class writing exercises will only take place on the day listed in the schedule. No make-ups, regardless of the reason for your absence.**

**Focusing on Problems and Questions at Issue:** In this class we will spend the majority of our time trying to solve problems. We will start the problem-solving process by asking questions. In academic work, discovering what is at issue often leads into deeper understanding and is one of the first steps in actively researching ideas in order to arrive at reasoned conclusions. For us in this class, the two main problems we will deal with during the semester are:

**Problem 1)** How do we identify a focus within the larger topic of issues relevant to civil society and work together in groups to explore aspects of that focus, and how do we then present our materials to the larger class community in such a way that they understand both the significance of what we have discovered and the process we might use to come to a reasoned conclusion?

**Problem 2)** Based on what we have learned from our work on Problem 1, how do we individually identify and research a problem or question at issue within the larger topic of civil and academic discourse, and how do we then communicate or present our research and conclusions based upon it to the class community?

**Group Work:** The overarching issue you will deal with during the term is: How do we do this together? Since Problem 1 culminates in a Group Presentation and Group Project Report, you will need to figure out how to work together. Problem 2, on the other hand, leads toward an individual Research Project Essay & Individual Presentation, so the group work you do during

that part of the semester will be of a different nature. I have designed this course so that *you*, the individual members of the class, will decide *how* to solve these problems.

**In-class Writing:** You should always come to class with pen and paper or your reading notebook, and you should always be ready to write. In fact, I will usually ask you to write during class—and you should definitely take notes on our discussion and any lectures. Sometimes the writings will seem more like free-writes to generate ideas for the longer out-of-class inquiries and essays. At other times I will ask you to practice concepts of style and sentence construction or academic form such as quoting, citing, or paraphrasing. You will always need to be prepared to read what you write so, please, no squirming or embarrassment about your ideas or your word choice or the rest. One of the most important aspects of learning to write and reason is learning a sense of audience. Since all the members of our class will be your audience, you need to be prepared to address that audience.

**Attendance & Participation:** Since the main purpose of this class is to bring us all together so that we can engage one another in the process of discovering ideas, reasons, opinions and beliefs, each of you needs to be in the classroom on time, ready to think, speak, read, and write. Participating by listening and trying out one's ideas and thoughts during class time is so important to a class like ours that I have decided to set the following attendance policy: **students with more than three unexcused absences will drop one grade in the participation portion of their grades.** If there are good reasons why you need to miss class, call me and let me know **before** class meets. You should know that poor attendance will certainly lower your grade and may cause you to fail.

**Working Online:** Many of the materials for this class will be placed on the Canvas website. There will also be discussion forums and places where you will need to post questions and responses to enhance class discussion and record your ideas and your responses to others' ideas. We will also use the site to set up group forums and communication links during the times when you all will be working together in groups.

**Grading:** The breakdown for course grades is as follows:

◆ Participation (class discussion, & quizzes)	20%
◆ Research Interest Essay #1	10%
◆ In-class Writing	10% (best two scores)
◆ Group Presentation	5%
◆ Group Issues and Inquiry Essay	15%
◆ Research Interest Essay #2	10%
◆ Individual Research Project Presentation	5%
◆ Individual Research Project Essay	<u>25%</u>
◆ Total	100%

Grades will be assigned on the basis of this scale:

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

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SPRING 2015

COLLEGE OF THE REDWOODS

English 1A: Analytical Reading and Writing E7815

Tu/Thu/F: 1:15-2:30 pm

HU 211

### COURSE SCHEDULE

**Note: if changes are required, you will receive sufficient notice. Please be sure to check your email and the Course Schedule online. All readings should be completed before class on the day listed; you should be prepared to write during every class session. Unless otherwise indicated, all readings are from our REQUIRED texts; readings on CANVAS are marked by a ⚡. Please note that you will need to download and print the reading and come to class with notes on that reading prepared for discussion.**

#### **Week 1 / January 20, 2015/January 22, 2015/January 23, 2015**

**Tu:** Introduction. Review of Syllabus and Course Schedule.

**Th:** **Reading** Preston “Climbing the Redwoods.” □

**F:** Organizing material. What’s gained? Getting to know each other.

#### **Week 2 / January 27, 2015/January 29, 2015/January 30, 2015**

**Tu:** **Reading** in Graff, *They Say/I Say* pp. xvi-51.

**Th:** Lecture: The Environmental Movement: History and Definitions. **Reading** Griswold “How *Silent Spring* Ignited the Environmental Movement.” □

**F:** **Reading** Klein “Introduction to *This Changes Everything*.” □

**In-Class Writing #1**

#### **Week 3 / February 3, 2015/February 5, 2015/February 6, 2015**

**Tu:** Research orientation. **Meet in LRC Room 103.**

**Th:** **Reading** in Graff, *They Say/I Say*, pp. 55-101.

**F:** **Reading** in Gage, *The Shape of Reason*, Chapters 1-4, discourse communities, skepticism, inquiry, asking questions.

#### **Week 4/February 10, 2015/February 12, 2015/February 13, 2015**

**Tu:** Hands-on research. **Meet in LRC 103.**

**Th:** **Reading** in Gage, *The Shape of Reason*, Chapters 5 & 6, identifying issues through research. Discuss the Research Interest Essay.

**F:** **NO CLASS Lincoln’s birthday.**

**Week 5/February 17, 2015/February 19, 2015/February 20, 2015**

- Tu:** **Research Interest Essay #1 due 4+ pages** in-class reading and response.  
**Th:** Discuss what worked and what didn't. Group research.  
**F:** Research and group work.

**Week 6/February 24, 2015/February 26, 2015/February 20, 2015**

- Tu:** *Reading* in Graff *They Say/I Say*, pp. 105-159.  
**Th:** Group research presentation of issues/inquiry.  
**F:** Group research presentation of issues/inquiry.

**Week 7/March 3, 2015/March 5, 2015/March 6, 2015**

- Tu:** **Group Research Issue/Inquiry Essay due 4+ pages**  
in-class reading and response.  
**Th:** Discuss what worked and what didn't.  
**F:** **In-Class Writing #2**

**Week 8/March 10, 2015/March 12, 2015/March 13, 2015**

- Tu:** Mid-term assessment conferences.  
**Th:** Mid-term assessment conferences.  
**F:** **NO CLASS.**

**March 16-20, 2015      NO CLASS      SPRING BREAK**

**Week 9/March 24, 2015/March 26, 2015/March 20, 2015**

- Tu:** Lecture: Terry Tempest Williams and *Refuge, An Unnatural History of Family and Place*.  
**Th:** *Reading Refuge*, pp. 3-65 (Prologue, Burrowing Owls, Whimbrels, Snowy Egrets, Barn Swallows, Peregrine Falcon, Wilson's Phalarope).  
**F:** *Reading Refuge* pp. 66-109 (California Gulls, Ravens, Pink Flamingos, Snow Buntings, White Pelicans, Yellow-Headed Blackbirds).

**Week 10/March 31, 2015/April 2, 2015/April 3, 2015**

- Tu:** **In-Class Writing #3**  
**Th:** *Reading Refuge*, pp. 110-140 (Redheads, Killdeer, Whistling Swan, Great Horned Owl, Roadrunner, Magpies)  
**F:** *Reading Refuge*, pp. 141-190 (Long-Billed Curlews, Western Tanager, Gray Jays, Meadowlarks, Storm Petrel, Greater Yellowlegs).

**Week 11/April 7, 2015/April 9, 2015/April 10, 2015**

- Tu:** *Reading Refuge*, pp. 191-238 (Canada Geese, Bald Eagles, Red-Shafted Flicker, Dark-Eyed Junco, Sanderlings, Birds-of-Paradise).  
**Th:** *Reading Refuge*, pp. 239-280 ( Pintails-Mallards-and-Teals, Bitterns, Snowy Plovers, Great Blue Heron, Screech Owls, Avocets and Stilts).  
**F:** *Reading Refuge*, pp. 281-290 (Epilogue, The Clan of One-Breasted Women).



**Week 12/April 14, 2015/April 16, 2015/April 17, 2015**

**Tu:** Looking back on *Refuge*. What have we learned?

**Th:** Discuss Research Interest Essay # 2.

**F:** **Reading** in Gage, *The Shape of Reason*, Chapter 7.

**Week 13/April 21 2015/April 23, 2015/April 24, 2015**

**Tu:** **Reading** in Gage, *The Shape of Reason*, Chapter 8.

**Th:** **Research Interest Essay #2 due 4+ pages** in-class reading and response.

**F:** **Reading** Stegner, "Introduction to *Where the Bluebird Sings to the Lemonade Springs* □ .

**Week 14/April 28, 2015/April 30, 2015/May 1, 2015**

**Tu:** Discuss the Individual Research essay.

**Th:** Individual Research Project Presentations.

**F:** Individual Research Project Presentations.

**Week 15/May 5, 2015/May 7, 2015/May 9, 2015**

**Tu:** Feedback on Individual Research Project Presentations.

**Th:** Individual conferencing.

**F:** Individual conferencing.

**FINALS WEEK: May 11-15, 2015**

<b>Final exam (day _____ date _____ time _____) Final Research Essay due by 1 pm Friday, May 15, 2015.</b>
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**Plagiarism:** The final research project essay must be posted to **Turnitin.com**. The process is simple and takes only a few minutes. I will explain the procedure during the semester.

Plagiarism, which is the act of claiming another writer's words or ideas as your own without citing them as a source, is a serious breach of academic conduct and will result in failure of the assignment and possible failure for the course. We will discuss it in detail during the term. If you aren't sure whether you're about to plagiarize or not, ask me about it.