

Syllabus for: English 1A – Analytical Reading & Writing

Semester & Year:	Spring 2015
Course ID and Section Number:	037871 #E7871
Number of Credits/Units:	4
Day/Time:	M-W 2:50-5:15 p.m.
Location:	HUM106
Instructor's Name:	Jacqui Cain
Contact Information:	Jacqui-cain@redwoods.edu and jacquicain@gmail.com

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.

PREREQUISITE: English 150 with a C grade or better or assessment recommendation for English 1A.

Student Learning Outcomes:

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

Required Texts and Materials:

- *The Academic Writer*, 3rd edition, by Ede
- *The Omnivore's Dilemma* (paperback edition), by Pollan
- *A Pocket Style Manual*, 6th edition, by Sommers & Hacker
- Other essays provided in class or online

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 are an individual with a disability who requires an accommodation to maximize your success in academic programs or campus activities, contact Disabled Students Programs and Services (DSPS) located behind the bookstore in building T-20, Mon- Friday, 7:30 a.m. to 5:00 p.m., or call 476-4280, TDD 476-4282.

Evaluations & Assignments

Participation/Homework/Discussion (4 pts/day)	100
Reading Responses 11 x 15 points each	165
Grammar Quizzes 4 x 10 points each	40
Essay #1 (1200-1500 words)	100
Essay #2 (research paper 2000+ words)	200
Group Presentation	40
Group Project Report	35
Annotated Bibliography	80
Essay #3 (final reflection 1200-1500 words)	100
Peer Reviews 10, 20 and 10 points each	40
Final	100

★ ANY STUDENT WITH AN "A-" OR HIGHER IS EXEMPT FROM TAKING THE FINAL ★

TOTAL: **1000 pts**

Students must earn a grade of C (700 points) in order to pass the course.

100-93% = A	-----87% = B+	-----77% = C+	-----60% = D
-----90% = A-	-----83% = B	-----70% = C	----- 0% = F
	-----80% = B-		

Attendance is mandatory and I take roll at the beginning of class. Regular attendance is very important in college, both for your own success, as well as to create a positive learning community in the classroom. It is the policy of the English Department at College of the Redwoods that any student who misses more than 3 unexcused class sessions by April 3rd will be dropped (see note below on "excused" absences.)

If you miss a class, you are still expected to come to class prepared. You will be provided with a course calendar that will allow you to follow what was done in class the day you were absent, and what homework is due. I will not provide lecture notes for what happens in class sessions; however, any hand-outs distributed in class will be put online. It is your responsibility to find out from another student what happened in class the day that you missed, and for this reason I strongly encourage you to exchange contact information with several other students in class.

If you come 20 minutes late that will count as ½ an absence. Also, if you leave more than 20 minutes early, it will also count as half an absence. In other words, if you are tardy twice or leave early two times, that will equal one unexcused absence.

Unexcused Absences: It is expected that students will get sick, have to attend a funeral, miss a bus, or have a day-care problem, etc., a few times during a semester; however, as noted above,

once a student misses a substantial portion of the class activities it is no longer possible for them to achieve the outcomes of the course and they should welcome the opportunity to retake the class another time.

Student Athletes: I am notified when student athletes will be required to miss class and those absences are automatically considered “excused.” Student athletes are still expected to come prepared and with their homework to the next scheduled class session and will not be given automatic extensions on assignment deadlines. Students may request a make-up assignment to earn the participation points that were awarded for the class session – these will not be provided automatically.

Excused Absences: Medical or legal emergencies will be considered “excused” absences with documentation. Examples include a court date or a visit to the ER for the student or their dependent, or if you are contagious and are told by your doctor not to come to class. As with student athletes, you may request a make-up assignment to earn the participation points awarded during that class session.

Student Responsibilities:

The general rule for college classes is that for every hour spent in class (4.8/wk), students should expect a minimum of 2-3 hours working outside of class: expect to spend at least 9.5-14 additional hours each week reading, writing, or doing other related activities. Extensive independent reading and/or writing are required to be prepared for each class. Being prepared will improve your learning experience (and your grade). Not only will coming prepared help you make the most of class time, it is also crucial to the success of the others in the classroom as I will often ask you to work in groups.

ASK QUESTIONS!!! The only questions that you should not ask are things such as “when is the due date” and “what are we doing today,” as you should already have that information at your fingertips. Everything else is welcomed, and encouraged! I know that for every question I get in class, there are at least three others that have gone unasked, and I am only so good at second-guessing.

Late Work and Make-Ups: Due dates are for the beginning of class on the day an assignment is due.

Students may request one 'no-penalty' 48-hour **extension** of the due date for any assignment excluding the group presentations. Requests must be made in writing (email) prior to the due date – *not during class the day the assignment is due*.

Once the no-penalty extension has been granted, I will still accept homework late, deducting 10% of the allowable points for every 24-hours period after the due date (including weekends); in other words, if your essay is 1 minute, or 20 hours late, you get a 10% penalty.

Assignments will not be accepted more than 5 days (120 hours) past the deadline (including weekends). Essays submitted late are not eligible for revision (see note below).

Any student who misses a **quiz** can take it in the Testing Center in the library any time prior to the next class session. Quizzes will be given on Wednesday and returned the following Monday. It is the student's responsibility to remember to go take it before I return the quiz and go over the answers in class.

Revisions: Students have the option of resubmitting either essay 1 or 2 for a higher grade if they meet the following criteria:

- the essay went through the peer review process
- the essay was not turned in late
- the essay earned a B+ grade or lower
- the student meets with the instructor to discuss the score and come up with strategy for revision (this can just be a few minutes after class or by email)
- the revision must be turned in no later than one-week after it was returned to the student

Misc. Classroom Policies:

Food – Food is not permitted in the classroom. Beverages are allowed so long as they are in a container that will not spill (has a lid). If someone has a medical condition that requires them to eat during class, they need to contact me privately in order to make an accommodation. We will be taking a break about 1-hour into each class session.

Leaving the classroom – please do not leave the classroom once the class has started. If it is an emergency and you must leave, please do so discretely without disrupting the rest of the class.

Electronics – students may use electronic devices to take notes during class. All other types of

technology, such as MP3 players, phones, or gaming devices, must be put away at the start of class. If you have a specific situation, such as you are expecting a call from the babysitter or the doctor, please tell your instructor in advance and if you have to answer the phone, please go outside.

Behavior -- This is an environment of growth, openness, and mutual respect. Students are expected to arrive prepared and remain attentive and involved in the class. A student will be asked to leave the class for distracting, inattentive or disrespectful behavior. All judgment regarding what is appropriate behavior rests solely with me. At the same time, please let me know about any problems that may exist that I may be unaware of.

Extra Credit – Extra credit may be offered if a learning opportunity arises that I want to encourage students to participate in. For example, if a guest lecturer is on campus, or if the college is screening a film that would enhance the curriculum. Extra credit will not be offered just to help a student raise their grade.

Contesting a Grade -- Students have one-week from the time an assignment has been returned to contest the grade with the instructor: after that time the grade will stand. If for any reason you are not sure why you earned the grade you received, or if you unclear on the grading policies, or think that something in your work was overlooked or misunderstood by the, please do not hesitate to contact me immediately. This is especially true if you are thinking about revising your work and resubmitting it for a higher grade.

Incompletes – A student may request an Incomplete if they are passing and have turned in all of the major assignments except the final essay. Incompletes are not automatically granted, and are only offered due to extenuating circumstances. For example, in the past, I have allowed an incomplete when a student was hospitalized during the last week of the course. They are not to be used to allow for vacations or just for an extension on the final assignment.

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>

Plagiarism: It is the policy of the English Department at CR that all essays for this course must be submitted to turnitin.com prior to grading; links and information on how to do this will be provided in MyCR where you turn in your work. I will not grade any essay that has not gone through this process; you will be notified by email and given the opportunity of resubmitted it as "late" work.

Plagiarism is the use of another's words or ideas in your writing without acknowledging that they are not your own. When you use someone's direct words or even an idea unique to an individual author, you must cite your source. This includes paraphrasing and summarizing from a text. Because this is such a critical concept for students to understand, you will be provided with detailed information on how to avoid plagiarism and how to correctly site source material within your essays.

The sanctions for plagiarism in this course are as follows: any student found plagiarizing will receive a "0" for the paper in question; however, if the student is otherwise eligible, they may resubmit their essay (see the section in the syllabus on **Revisions**). A second instance of plagiarism will result in a failing grade for the quarter.

Emergency Procedures

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."

We 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, security@redwoods.edu, if you have any questions.

The instructor reserves the right to make adjustments to the syllabus and course calendar as necessary. Students will be notified of any changes in an announcement in MyCR, as well as a verbal announcement in class.

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.

Course Calendar: English 1A

Week 1:

- Mon 2/2 Introductions; syllabus review; Canvas
Grammar Game! (self-assessment for grammar)
Sample Reading Response – Distribute “The Pleasure of Eating” by Berry
Homework: Reading Response #1
- Wed 2/4 Review Reading Response Assignment
Assignment Lecture/Discussion – thinking about writing
Annotated Reading Exercise/Discussion -- “What’s in a Package” by Hine
Homework: Read chapters 1 and 5 in “The Academic Writer” (AW);
Complete Reading Response #2 for the Hine essay
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Week 2:

- Mon 2/9 Watch “Food, Inc.” (90 minutes)
Write: inventory of personal participation in the food system
Homework: Reading Response for “Food, Inc.”; Read chapters 4 and 9
in “Academic Writer” (AW); read the introduction to The Omnivore’s
Dilemma (p.1-11).
- Wed 2/11 Introduce “The Omnivore’s Dilemma”
Lecture – Critical Reading Strategies
Grammar Review/Practice
Lecture/Discussion – Rhetorical appeals/précis
Distribute Essay #1 Assignment
Homework: Read chapters 1, 2 and 3 in OD; Read chapter 3 in AW

Week 3:

- Mon 2/18 Discussion of the readings
Write: free-write/brainstorm Essay #1
Grammar Review
Homework: Reading response #4 due; read section 29 in Pocket Guide
- Wed 2/23 Grammar Quiz #1
Lecture: Thesis Statements
Workshop: Thesis Crafting Draft Workshop
Write: First draft of Essay #1
Lecture/Practice on integrating sources, section 31 in Pocket Guide
Homework: Read chapters 4, 5, 6 and 7 in OD; Read chapter 14 in AW, Bring polished draft of Essay #1 to class – ***must be within 10% of word count to participate in peer review***
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Week 4:

- Mon 2/23 Discussion of the readings
Lecture and practice for peer reviews
Peer Review Essay #1
Homework: Essay #1 due; Reading Response #5 due
- Wed 2/25 Distribute and discuss the essay and projects
Grammar review and practice
Homework: Read: AW chapter 6; Read OD chapters 8, 9 and 10.
Brainstorm ideas for Essay 2 assignment.
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Week 5:

- Mon 3/2 Lecture/Discussion from the readings
Preliminary research into possible topics
Grammar review and practice
Homework: Read AW, chapter 7; Reading response #6 due
- Wed 3/4 Grammar Quiz #2
Lecture/Discussion Toulmin Framework/Fallacies
Lecture/Discussion – Evaluating sources for bias, relevance and authorship
Homework: Read OD chapters 11, 12, 13 and 14; Read AW chapter 11; Continue research for Essay #2.
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Week 6: Claims and Support

- Mon 3/9 Discussion of the readings
Game: Logical Fallacies Jeopardy!
Group work on essays
Homework: First proposal is due on Wednesday; Reading response #7 is due; read pages 107-110 in The Pocket Guide (section 30)
- Wed 3/11 Group work on proposals/feedback
Lecture: Academic Honesty/Keeping a Research Portfolio
Online Research demonstration
Grammar review
Homework: Read OD, chapters 15, 16 and 17.
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Week 7:

- Mon 3/23 Discussion: Omnivore's Dilemma
 MLA citations – lecture and practice
 Grammar review
 Homework: Reading Response #8 is due. Second proposal is due on
 Wednesday.
- Wed 3/25 Grammar Quiz #3
 Lecture: Annotated Bibliography (AB)
 Lecture/Handout: Transitions
 Homework: Read AW Ch.12; Finish Omnivore's Dilemma
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Week 8:

- Mon 3/30 Discussion of the readings
 Students will be put into groups – begin work on group projects
 Homework: Bring in one entry for the annotated bibliography, reading
 response #9 due
- Wed 4/1 Grammar review
 Review annotated bibliography samples
 Lecture demonstrations *Alternate Arguments*
 Homework: Read chapter 10 (AW); Other reading for the response TBD.
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Week 9:

- Mon 4/6 Discussion of the Readings
 Group work on projects and annotated bibliography
 Grammar Review
 Homework: Reading Response #9
- Wed 4/8 Final Grammar Quiz
 Lecture: Strategies for Revision
 Homework: Annotated Bibliography due on Monday; Other reading
 for the response TBD; Read chapter 12 (AW)
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Week 10:

Mon 4/13 **Annotated Bibliography DUE**
Discussion on the readings
Practice integrating quotes

Wed 4/15 Group Work: Projects

Week 11:

Mon 4/20 Oral Presentations

Wed 4/22 Oral Presentations, cont.
Peer Review Essay #2
Homework: *Essay #2 due next Monday.*

Week 12:

Mon 4/27 Distribute Essay #3 and inventory
Group work/outline Essay #3
Lecture: How to Succeed in Timed Writings
Group Reports – *these are due on Wednesday.*

Wed 4/29 The Reading Response #10 will be a 45 minute in-class timed writing

Week 13:

Mon 5/4 Watch “The Harvest” – Discussion
Homework: final reading response due

Wed 5/6 Lecture on how to prepare for final exams
Distribute the essay for the final exam
Peer Review for Essay #3

FINAL EXAM Monday, May 11th, 3:15-5:15 p.m.