

Syllabus for English 1A: Analytical Reading and Writing

Professor Ruth Rhodes
College of the Redwoods, Del Norte

“Research is formalized curiosity. It is poking and prying with a purpose.”

--Zora Neale Hurston

Semester & Year:	Fall 2015
Course ID / Section:	ENGL-1A D8455
Credits/Units:	4
Day/Time/Location:	M/W 1:30-3:35 in DM 34
Contact Information:	Office E7 in the “Faculty Clubhouse” Office hours Tuesdays & Thursdays, 1:00-2:00 or by appointment. Phone: 465-2336 Email: ruth-rhodes@redwoods.edu Web: http://dn.redwoods.edu/coursenotes/rhodes/

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.

Honors students: Please see me to take 1A for honors credit.

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 Books and Materials

1. *Easy Writer* by Andrea Lundsford, Bedford / St. Martin’s. ISBN#: 978-1457640469
2. *Writing and Reading Across the Curriculum, 13th Edition* by Laurence Behrens and Leonard Rosen / Labyrinth. ISBN#10: 0-133-99901
3. Binder or folder for saving work, notes, and essay drafts
4. A memory stick or e-mail accessible cloud account to save work

Repeatability. English 1A may only be attempted three times. Withdrawing after the drop deadline counts as an attempt, as does a D or F grade.

Grades

There are no pluses or minuses. There is no extra credit. Grades will be updated at the beginning of each week so you can check your progress regularly on our class's *Canvas* site.

A (100-90%) / B (89-80%) / C (79-70%) / D (69-60%) / F (59-0%)

Prep work & reflections	20%	(cannot be made up if absent)
Essays (total of 4)	80%	(deductions for late papers)

Essays must be in MLA format, submitted in hard copy, and posted electronically to Turnitin.com. Your class ID will be **10299681**. Your enrollment password will be **rhodes**.

Expected Behavior

The quality of your learning experience depends on everyone meeting certain expectations of behavior. They are:

1. **Attend regularly.** Contact the professor by phone or e-mail if you can't attend. Check the Canvas site for handouts, readings, or lectures that you might have missed or get in touch with a classmate so that you can be prepared for the next class.
2. **Arrive on time.** Class usually begins with a graded activity. You may not make it up if you are late or absent. If the door is shut, wait outside the classroom until the activity is completed and the door is reopened. This ensures that latecomers do not distract those who arrived on time.
3. **Engage and Focus.** Turn off your cell phone and put it away. Avoid side-conversations. Do not use a laptop without permission. If you must leave, do so quietly. Show respect and appreciation for classmates by listening, responding, and asking questions.
4. **Be prepared.** Have homework completed. Bring relevant books, handouts, and materials with you each day. If you are not prepared, "fess up" and observe group activities rather than participating so that you do not slow the group down.

Students not in compliance with expected behavior will be asked to leave class; in serious cases, students may need to petition the Dean of Humanities in order to attend again after being dismissed.

Attendance

Attend all sessions of each class and lab. If you miss more than two total weeks of class (more than four classes) before week 11 of the semester, you will need to drop the class using Web Advisor in order not to receive a failing grade.

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deadline counts as an attempt, as does a D or F grade.

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 DSPS accommodation request at least one week before the first test so that 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>

Emergency Procedures. Please review the campus evacuation sites, including the closest site to this classroom 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 (for DM 34 and DM2, the evacuation point is the parking lot by the smoking shelter).
- 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.

In the event of a lockdown, follow instructions. We will work together as a team to maximize our safety. This might mean keeping the doors closed and staying out of view, or improvising a defense.

Equal Opportunity. 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.

Please note that the syllabus and schedule are subject to change

English 1 A Writing Assignments Fall 2015 / Professor Rhodes

Prep Work & Reflection (20%)

I check preparation in a variety of ways. I give reading **quizzes** (written and verbal) and check to see that you're taking **critical reading notes**. Having these assignments done serves as a positive reward and helps prepare you for class discussion and the writing assignments. I also require **reflections**, short writing assignments, which help you reflect on your developing skills after receiving feedback on your essay.

Formal Essays

Essay 1 (700 words) 15%

An **explanatory synthesis** assignment demonstrating your ability to summarize, paraphrase, quote, and cite using MLA style on one of the ethical dilemmas we read in Chapter 9, "Ethical Dilemmas in Everyday Life" and how classmates (and others) answered the dilemmas and justified their reasons.

Essay 2 (1100 words) 20%

A **critique** of the Amy Chua's "Adapted from *Battle Hymn of the Tiger Mother*" which evaluates accuracy and fairness, significance, definition of terms, interpretation of information, persuasive strategies, and your own view on the claims she makes.

Essay 3 (1400 words) 20%

An **explanatory synthesis** summarizing the variety of answers to a question at issue raised in Chapter 14, "Happiness and Its Discontents."

Essay 4 (2000 words) 25%

A **researched, argumentative synthesis** taking a position on a question at issue raised in the Chapter "Obedience to Authority" and informed by outside research using peer-reviewed sources. *Honors students must incorporate a book-length work in their paper.*

English 1A, Fall 2015 Schedule

August 24 26	Introduction; <i>Easy Writer</i> : “The Top Twenty,” 1-11 <i>WRAC</i> : Chapter 3: “Thesis, Introduction, and Conclusion”
August 31 2	<i>WRAC</i> : Chapter 9, “Ethical Dilemmas” (264-282) <i>WRAC</i> : Chapter 9, “Ethical Dilemmas” (282-295)
September 7 9	No class – Labor Day <i>WRAC</i> : Chapter 1, “Summary, Paraphrase, Quotation” (3-50)
September 14 16	<i>Easy Writer</i> : “A Writer’s Choices” and “Exploring, Planning, and Drafting” (14-35) Essay 1 Rough Draft Workshop; <i>WRAC</i> : Chapter 10: “The Roar of the Tiger Mom” (302-309)
September 21 23	Essay 1 Final Draft Due ; <i>WRAC</i> : Chapter 2: “Critical Reading and Critique” (51-95) <i>WRAC</i> : Chapter 10: “The Roar of the Tiger Mom” (309-325)
September 28 30	<i>Easy Writer</i> : “Sentence Grammar” (59-92); In-class reflection Essay 2 Rough Draft Workshop; <i>WRAC</i> : Chapter 14, “In Pursuit of Happiness” (527-529)
October 5 7	<i>WRAC</i> : Chapter 14, “In Pursuit of Happiness” (530-538) Essay 2 Final Draft Due ; <i>WRAC</i> : Chapter 14, “In Pursuit of Happiness” (538-549)
October 12 14	<i>Easy Writer</i> : “Documentation” (read 213 and scan 208-254) Any additional essay of your choice from <i>WRAC</i> : Chapter 14; in-class reflection on Essay 2
October 19 21	<i>WRAC</i> : Chapter 4, “Explanatory Synthesis” (96-129) Essay 3 Rough Draft Workshop; <i>Easy Writer</i> : “Sentence Style” (94-107)
October 26 28	Essay 3 Final Draft Due ; <i>Easy Writer</i> : “Punctuation and Mechanics” (110-144) <i>WRAC</i> : Chapter 15, “Obedience to Authority,” (572-583)
November 2 4	<i>WRAC</i> : Chapter 15, “Obedience to Authority,” (583-594) <i>WRAC</i> : Chapter 5, “Argument Synthesis” (130-173)
November 9 11	No class. Veteran’s Day <i>WRAC</i> : Chapter 15, “Obedience to Authority,” (583-594)

November 16 18	WRAC: Chapter 15, "Obedience to Authority," (594-602) WRAC: Chapter 7, "Locating, Mining, and Citing" (196-235)
November 23 25	<i>Easy Writer</i> : "Research" (177-203); source checks <i>Easy Writer</i> : "Language" (1145-160); source checks
November 30 December 2	Essay 4 Rough Draft Workshop Individual conferences
<u>Finals Week</u> December 8	Essay 4 Final Draft Due; Class evaluation & feedback