

Syllabus for: (name of class) ENGL-1A-E7758-2015F: Analytical Reading and Writing	
Semester & Year:	Fall 2015
Course ID and Section Number:	ENGL-1A-E7758-2015F: Analytical Reading and Writing
Number of Credits/Units:	4
Day/Time: Location:	Wednesdays 3:15-5:20 PM / online Humanities 215
Instructor's Name:	Erin Sullivan
Contact Information:	Office location and hours: TBD 2:45-3:15 PM Phone: 707-826-3128 Email: erin-sullivan@redwoods.edu
<p>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.</p>	
<p>Student Learning Outcomes (as described in course outline) :</p> <ol style="list-style-type: none"> 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. 	
<p>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 at 707-476-4280, or in the Administration and Student Services building.</p>	
<p>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.</p>	
<p>The student code of conduct, AP 5500 is available College of the Redwoods Board of Trustees site, under policies: http://www.redwoods.edu/District/Board/New/chapter5/</p>	
<p>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.</p>	
<p>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.</p>	

ENGL-1A-E7758: Analytical Reading and Writing Course Syllabus

Erin Sullivan	College of the Redwoods	Eureka Campus	Section 037758	Fall 2015
Classroom Hours	Wednesday 3:15-5:20 PM	Humanities 215		
Online Hours	6-10 hours on <i>Canvas</i>	https://redwoods.instructure.com/login/canvas		

Contact Information

Questions: *Canvas Q and A Forum*
Phone: 707.826.3128 (HSU)
Email: erin-sullivan@redwoods.edu

Office Location: TBD
Office Hours: Wed 2:45-3:15 & by appt.
Mailbox Location: HU 113

Course Materials

The Bedford Handbook, 9th edition, ISBN 978-1-4576-0802-5 (with *LaunchPad* access)
Required readings and other texts are located online and **must be printed in hard copy**.
Launchpad: <http://www.macmillanhighered.com/launchpad/bedhandbook9e/1909574>
Reliable access to internet, printer, and computer with software to open .pdf files and produce/upload .doc, .docx, .odt, or .rtf files. (*Mac .pages documents are not accepted.*)
Functioning CR email account (*Canvas* connects to this email account, so forward your CR account to your personal email account if you prefer to check only one inbox.)
Writers Archive (maintained electronically on your own hard drive/flash drive/Google docs)
Bound composition book with lined pages (for class notes and in-class writing activities)
Loose lined paper, pens, pencils, highlighters (5 colors), post-it notes, stapler, and staples
Adequate funds for printing assignments, readings, and essays as required

Course Learning Outcomes

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 *Canvas*. 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 REQUIREMENTS AND GRADES

Face-to-Face Class Requirements (15%)

Everyone has the opportunity to earn 100% in this grading category by complying with all attendance, participation, preparedness, and behavior policies during class and library sessions as well as individual conferences. These policies include (but are not limited to) arriving to class and conferences on time and remaining for the entire session; missing no more than 2 class sessions during the semester; refraining from disruptive and disrespectful behavior, including unauthorized laptop, tablet, and cell phone use; printing before class and possessing hard copies of all required assignments, materials, and texts; and actively engaging in all class and workshops, discussions, and other activities. Failure to observe each policy detailed in this Course Syllabus will negatively affect the Face-to-Face Grade (F2F). *Missed class sessions, missed conferences, and missing in-class work may not be made-up.*

Virtual Class Requirements (65%)

To be successful, college students should expect to spend approximately two to three times as many hours outside of class as they spend in class session. Because our class follows a hybrid model and meets only once per week, that calculation is not an accurate estimate. I recommend you set aside at least two hours for each course unit per week. *In our 4-unit English 1A course, that translates to at least eight hours of time spent reading, writing, researching, and responding each week.*

Readings, Responses, and Presentations (20%): Each week students will read and annotate selected texts posted online. A minimum 500-word reading response (RR) associated with each text must be posted to *Canvas* by the published deadline. Most RRs require students to respond to classmates' postings as well to earn credit.

In addition, each student will prepare a reading presentation (RP) with a small group of classmates to research, introduce, and discuss one of the assigned readings with the entire class.

Writing and Research Units (40%): Students will complete four writing units consisting of a series of assignments called "The Writing Process." These assignments may include prewriting, drafts, revisions, workshops, activities, exercises, research, conferences, as well as feedback from instructors, peers, and consultants.

Literacy Narrative	(10%)
Rhetorical Analysis	(10%)
Research Project	(15%)
Miscellaneous Writing and Letters	(5%)

MUGS Workshops (5%)

Students will use *The Bedford Handbook* (9th edition), the associated *LaunchPad* site (access comes with the handbook or can be purchased separately), and their own essays to complete a series of workshops designed to review and apply correct mechanics, usage, grammar, and sentence structure conventions (MUGS).

Assessment Portfolio Requirements (20%)

In lieu of a final exam, 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 / conference prepared with required texts, assignments, and materials in hand.

Fully and thoughtfully engage in class and online workshops, responses, and discussions.

Log on to *Canvas* regularly and complete assignments per instructions and by deadline.

Print readings and essays before class and submit them in class by deadline.

Classroom 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 Policy

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

Students must print hard copies of drafts, readings, and other assignments as directed in preparation for class. All essay 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 *Canvas* 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 *Canvas* 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>).

Canvas Tutorials: The Distance Education division offers video tutorials to assist students unfamiliar with *Canvas*: <https://redwoods.instructure.com/courses/739>.

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/>).

LaunchPad for *The Bedford Handbook*:

(<http://www.macmillanhighered.com/launchpad/bedhandbook9e/1909574>)

We will use this handbook companion site to complete various mechanics, usage, grammar, and sentence structure assignments. For assistance using this site, call 1-800-936-6899 or visit the support links at the bottom of the web address above.

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>).

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 *Canvas* 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 <http://www.redwoods.edu/Safety/rave.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. 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 only a CR email address as the primary Registration Email. CR email addresses end with "[redwoods.edu](http://www.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 at 707-476-4112 or security@redwoods.edu if you have any questions.

FINAL EXAM

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 9, 2015 | 3:15 – 5:15 PM | HU 215

STUDENT-INSTRUCTOR AGREEMENT

Please sign this agreement to acknowledge awareness and agreement regarding all course policies and requirements and to continue enrollment in English 1A.

ENGL-1A-E7758: Analytical Reading and Writing

Student-Instructor Agreement

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, remain for the entire class period, 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 printed texts and materials and submit assignments as directed to *Canvas* 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 during 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 *Canvas* to gather missed information. I will seek clarification regarding course content by posting questions and contributing answers to the **Q and A Forum** on *Canvas*. If I experience extenuating circumstances that affect my ability to be successful in this course, I will consult my instructor promptly during office hours to discuss my concerns.

Signed: _____ Date: _____
(student)

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 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 contact classmates and *Canvas* to gather missed information due to absences and tardies, but I agree to provide secondary clarification as needed through the **Q and A Forum** on *Canvas* (usually within 48 hours). I will address individual and personal student concerns as necessary and appropriate during office hours and by appointment.

Signed: _____ Date: August 26, 2015
(Erin Sullivan)

ENGL-1A-E7758: Analytical Reading and Writing

Canvas Navigation Guide

AP	Assessment Portfolio (culminating assignment in lieu of a final exam)
F2F	Face-to-Face Grade (attendance, participation, preparedness, behavior)
LN	Literacy Narrative (first essay and working folder on <i>Canvas</i>)
LPS	<i>LaunchPad</i> site (online companion site to <i>The Bedford Handbook</i>)
MUGS	Mechanics, Usage, Grammar, Sentence Structures (<i>LaunchPad</i> and essay assignment)
OL	Online (<i>Canvas</i> assignment)
PCL	Portfolio Cover Letter (introduces the Assessment Portfolio)
PPD	Pre-Portfolio Draft (<i>Canvas</i> assignment)
PR	Peer/Partner Response (in-class or <i>Canvas</i> assignment)
PRG	Peer Response Group (in-class or <i>Canvas</i> assignment)
PW	Prewriting (in-class or <i>Canvas</i> assignment)
RA	Rhetorical Analysis (second essay and working folder on <i>Canvas</i>)
RD	Rough Draft (<i>Canvas</i> assignment)
RR	Reading Response (<i>Canvas</i> assignment)
RP	Research Project (third essay, research, and working folder on <i>Canvas</i>)
RRP	Reflection and Revision Plan (<i>Canvas</i> assignment)
RVD	Revised Draft (<i>Canvas</i> assignment)
WA	Writers Archive (electronic and physical collection of all course work this semester)
WF	Working Folder (electronic and physical file folder for copies of essay assignments)
WL	Writers Log (in-class or <i>Canvas</i> assignment)
WS	Workshop (in-class or <i>Canvas</i> assignment)

Course Schedule

All course schedules are published to *Canvas* and are updated regularly.

Schedule Overview

(still under construction)

WEEK	TUES	WED	SUN
Week 1	.	Orientation	Lit Intro Reading
Week 2	Letter Intro Reading RR 1	Discussion LN WS 1	Reply Lit Intro Reading RR 2 (Brant) MUGS 1
Week 3	Reading RR 3 (Brant)	Discussion LN WS 2	Reading RR 4 MUGS 2
Week 4	Reading LN RD	PR LN RD Discussion	Reading RR 5
Week 5	LN RVD	PR LN RVD Discussion Intro RA	MUGS 3
Week 6	.	.	.
Week 7	.	.	.
Week 8	.	.	.
Week 9	.	.	.
Week 10	.	.	.
Week11	.	.	.
Week 12	.	.	.
Week 13	.	.	.
Week 14	.	.	.
Week 15	.	.	.
Finals	.	.	.
Break	.	.	.