

Syllabus for: Analytical Reading and Writing

Semester & Year:	Fall 2015
Course ID and Section Number:	English 1A E7759
Number of Credits/Units:	4
Day/Time:	Tuesday 3:15-5:20pm / On-line
Location:	SS 109
Instructor's Name:	Roberson
Contact Information:	Office location and hours: TBA Email: robyn-roberson@redwoods.edu

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. *Prerequisite:* ENGL 150.

Student Learning Outcomes (as described in course outline) :

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.

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>

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-E7759-2015F Analytical Reading & Writing

THEME: FOOD MATTERS & SUSTAINABILITY

COURSE SYLLABUS

Robyn Roberson | College of the Redwoods | Section 037759 | Fall 2015

Classroom Hours | Tuesday 3:15 – 5:20 PM | Student Services Building 109

Online Hours | 6 – 10 hours (minimum) | Canvas platform

Contact Information

Email: robyn-roberson@redwoods.edu

CANVAS: <https://redwoods.instructure.com/login>

Office Hours & Location: TBD

Required Texts/Materials

- 1) Texts, readings, and assignments posted to *Canvas*
- 2) Bauer, Holly. *Food Matters*. Bedford/St.Martin's: Boston, 2014.
- 3) *The Bedford Handbook, 9th edition*, ISBN 978-1-4576-0802-5 (with LaunchPad Solo access)
- 4) LaunchPad Solo site:
<http://www.macmillanhighered.com/launchpad/bedhandbook9e/1863615>
- 5) Access to college-level dictionary and college-level thesaurus
- 6) Access to computer, printer, internet, Canvas, and CR email account
- 7) Turnitin.com account information: English 1A E7759 Class ID: 10296063
Password: Daisy
- 8) A 3-ring binder, lined paper, pens, pencils, highlighters (5 colors), post-it notes, stapler and staples
- 9) 1 folder for final Assessment Portfolio
- 10) A USB Flash Drive for storing/transporting electronic files and printing on campus
- 11) Adequate funds for printing assignments, readings, and essays when 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

CR Catalogue: 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: ENGL 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 Theme:

Welcome to English 1A! In this course, we will focus on analyzing issues and claims regarding food matters and sustainability (based on our culture, our personal life, and the world-at-large) presented in visual, oral, and written arguments and writing analytical and argumentative essays based on those issues. Research and source-based writing and employing correct MLA documentation is required, as well. You will employ a variety of rhetorical strategies appropriate for the purpose and audience of each formal essay. This course functions mainly as a writing workshop, so be prepared for writing in class as well as writing assignments due for each class. Also, peer review and writing groups will be employed weekly. With that in mind, write for a public audience. Finally, since this is a hybrid class, you will read a significant number of essays both online and in the required text.

Face-to-Face Requirements (20%)

Everyone has the opportunity to earn 100% in this grading category by strictly observing all attendance, participation, preparedness, and behavior policies during class and library sessions and during individual conferences. When directed, essays and assigned readings must be printed in hard copy form and brought to class and conference to participate in workshops and activities. Failure to bring printed documents and other required texts and materials will negatively affect the Face-to-Face Grade (F2F). Lack of participation (oral and journal writings) or inappropriate behavior during class and conference will negatively affect the F2F grade. Absences, tardies, and leaving class early will negatively affect the F2F grade. *Missed class sessions, conferences, and in-class work may not be made-up.*

Virtual Class Requirements (55%)

Reading (15%)

The majority of these assignments will be responses to the essays posted in CANVAS and in *Food Matters*, plus videos and images. Some of these assignments will be assigned a prompt that is submitted online for reading discussion (RD) where classmates will respond, while other assignments will focus on an author's rhetorical strategies and will be submitted only to me. Additionally, you will have reading quizzes (RQ) based on *Food Matters* essays, CANVAS readings, as well as *The Bedford Handbook* readings. Generally, these assignments will be worth 5 – 10 points.

Writing: Essays and Working Portfolio (35%)

Three formal essays will be assigned during the semester ranging from 1000 – 2000 words in length. Only the final draft will be submitted to me in class on the day it is due. Essay I is a food narrative (10%); essay II is a researched argument on the future of food and/or ethics (10%); essay III is a problem-solution argument regarding sustainability (10%). The final 5% corresponds with the portfolio cover letter (PCL) and other miscellaneous writings.

To document your hard work and your developing writing skills, it is essential to keep all the work you produce, even false starts or drafts you might typically throw away. Save both electronic and paper copies of your work. The Working Portfolios are online folders (three) that include the writing process for each essay (prewriting, outline, drafting, revisions) which must be uploaded to CANVAS where designated. Start a new file when you begin a new draft of a paper. The Working Portfolio serves to guarantee the intellectual integrity of your work by providing a record of your ideas, labor, and efforts developing each assignment specifically for this course. As such, the working portfolio can document and archive your developing writing process, which will be important when writing the cover letter for the final portfolio. The Working Portfolio can also safeguard you against charges of plagiarism.

Grammar Workshops (5%)

Students will use *The Bedford Handbook* (9th edition), the LaunchPad Solo site <http://www.macmillanhighered.com/launchpad/bedhandbook9e/1863615/> (access comes with handbook), and their own essays to complete a series of workshops designed to review basic mechanics, usage, grammar, and punctuation rules and conventions. Grammar Workshops (GWS) are usually worth between 10-20 points awarded upon completion.

Assessment Portfolio Requirements (25%)

In the last few weeks of the course, you will compile a final Assessment Portfolio (AP) of 2-3 revised pieces of writing and a reflective cover letter. You will need to revise course writing significantly using techniques learned in the course and feedback provided by your readers (me, your peers, and perhaps Writing Center tutors). This final portfolio must contain a minimum of 13 pages of revised writing (including the cover letter). The portfolio is worth 25% of the course grade and will be due during our scheduled final exam time. 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 – 89.00	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

Academic Honesty

Plagiarism, cheating, abuse of resource materials, 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 **CANVAS**. 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.

Student Conduct in the classroom and online

Disruptive and/or disrespectful behavior will not be tolerated. I expect your actions and words to demonstrate respect for me and for your classmates. Anyone who disrupts the learning environment by acting inappropriately or unethically will be evicted. Serious misconduct may result in suspension from class (for more information, consult the “Student code of Conduct” in the CR catalog). Please adhere to the policies listed:

- Always maintain tolerance, respect, and appropriate social behavior in class and on-line
- 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.

Attendance

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.

Since regular attendance is a critical factor in student success, students at the College 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.

Excused absences require written medical, legal, or athletic documentation. Staying home from school because you have a cold or flu does not count as an excused absence. If you must suddenly have a surgery, obtain medical documentation.

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 and conference prepared with required texts, assignments, and materials.
- 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.
- When requested, submit required hard copy assignments in class by deadline.

Campus 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>).

Disabled Student Programs and Services: 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 476-4280 (<http://www.redwoods.edu/district/dsps/>).

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).

Writing Center: Enrolling in English 52 will allow you full access to the Writing Center, including assistance from English instructors and peer tutors, and use of internet, word-processing, and printing. See the Engl. 52 handout, available at the Writing Center, for more information.

Online Resources

CANVAS Tutorials: The Distance Education division offers video tutorials to assist students unfamiliar with Canvas: http://redwoods.edu/departments/distance/tutorials/#canvas_tutorials.

LaunchPad Solo for *The Bedford Handbook*:

<http://www.macmillanhighered.com/launchpad/bedhandbook9e/1863615/>

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

Online Tutoring: CR students can also access online resources and tutoring through the Online Tutoring link on our CANVAS site.

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.

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 www.redwoods.edu/safety.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).

Final Exam Policy

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".

Tuesday, December 8 | 3:15 – 5:15 PM | Location SS 109

Final Note

This syllabus is a fluid document and subject to change.

English 1A: Analytical Reading and Writing

Course Schedule

Roberson | College of the Redwoods | Fall 2015

Week 1

T Aug. 25 – Class Session

Course Introduction

F Aug. 28 – Online Homework

Food Matters (FM)--Pollan, “Eat Food: Food Defined”; Canvas--Adler, “How to Mark A Book”; Bedford Handbook (BH) -- Reading and writing critically, 109-126

Week 2

T Sept 1– Class Session

Discuss Adler and Pollan, FM – Schlosser, “Why the Fries Taste Good; BH

Fri Sept. 4 – Online Homework

FM-- Shapiro,50-60; BH -- Reading about Images, 127-140

Week 3

T Sept 8– Class Session

FM -- Berry, 64-71; BH – Argument, 1-175 and Writing Process, 9-48

F Sept 10 – Online Homework

FM – Nestle, 72-81 AND Fukuoka, 87-89; BH – Writing Process, 9-48

Week 4

T Sept 15– Class Session

FM – Menzel and D’Aluisio, 90-95; BH – Thesis, 557-562

Fri Sept 18 – Online Homework

FM – Wansink and Payne, 119-122; BH – Effective Paragraphs, 87-106

Week 5

Tu Sept 22 – Library Session – class meets in LRC 103 for entire class

Essay #1 due; cover letter written in class; BH – Thinking Like a Researcher, 513-529

Fri Sept 25 – Online Homework

FM – Khullar, 127-130; BH – Annotated Sources, 530-537

Week 6

T Sept 29 – Library Session– class meets in LRC 103 for entire class

FM – Shiva, 143-155; BH – Integrating Sources, 570-581

Fri Oct 2

FM – Bartlett and Steele, 131-142; BH -- Citing Sources, 563-569

Week 7

T Oct 6 – Class Session

FM – Mead, 166-177; BH – MLA Style 582-597

Fri Oct 9 – Online Homework

FM – Steiner, 195-199 AND McKibben, 200-203; BH -- Sample Research paper, 652-661

Week 8

T Oct 13 – Class Session

Essay #2 due, cover letter written in class

Fri Oct 16 – Online Homework

FM – Hurst, 204-213; BH – Sentence Fragments, 278-285

Week 9

T Oct 20 – Class Session

FM – Prince Charles, 222-231

Fri Oct 23 – Online Homework

FM – Biello, 232-234 AND Coleman, 236-239; BH – Run-on sentences, 286-294

Week 10

T Oct 27 – Class Session

FM – Paarlberg, 240-248

Fri Oct 30 – Online Homework

FM – Lappe, 249-251; BH – Punctuation, 401-422

Week 11

T Nov 3 – Class Session

Canvas – Carson, “The Obligation to Endure”

Fri Nov 6 – Online Homework

Canvas – Suzuki, “The Sacred Balance: Rediscovering Our Place in Nature”; BH – Punctuation, 423-445

Week 12

T Nov 10 – Class Session

Essay #3 due

Fri Nov 13 – Online Homework

Canvas – Merchant, “Earthcare: Women and the Environment”

Week 13 – Revision Workshop

T Nov 17 – Class Session

Revision Essay 1 due – response groups; Canvas – Biello, “How Did the BP Oil Spill Affect Gulf Coast Wildlife?”

Fri Nov 20 – Online Homework

Canvas – Myhrvold, “After Fukushima: Now, More Than Ever”

Week 14 – Revision Workshop

T Nov 24 – Class Session

Revision Essay 2 due – response groups; Canvas – Rifkin, “The Third Industrial Revolution: Toward a New Economic Paradigm”

F Nov 27 and Su Nov 29 Thanksgiving Holiday

Week 15 – Revision Workshop

T Dec 1 – Class Session

Revision Essay 3 due – response groups; Cover Letter discussion

Fri Dec 4 – Online Homework

Canvas – Cover Letter due to response groups

Week 16

T Dec 8 – Class Session

Final Portfolio Due