

<b>Syllabus for English 1A: Analytical Reading and Writing – Eureka Campus</b>		
<b>Semester &amp; Year</b>	Spring 2016	
<b>Course ID and Section #</b>	English 1A E8999	
<b>Instructor's Name</b>	Shannon Mondor	
<b>Day/Time</b>	Tuesday, Thursday, and Friday 10:05-11:20 AM	
<b>Location</b>	Humanities Building 207	
<b>Number of Credits/Units</b>	4	
<b>Contact Information</b>	<i>Office location</i>	Check the Associate Faculty Workroom HUM 113
	<i>Office hours</i>	TBA
	<i>Phone number</i>	N/A. Please email to contact me.
	<i>Email address</i>	shannon-mondor@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	Please see page 3 of the syllabus for details on texts.
	<i>Author</i>	
	<i>ISBN</i>	
<b>Course Description</b>		
<p>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; minimum 6,000 words formal writing.</p>		
<b>Student Learning Outcomes</b>		
<ol style="list-style-type: none"> <li>1. Analyze argumentative claims.</li> <li>2. Respond to arguments with persuasive critical essays.</li> <li>3. Locate, synthesize, and document sources for use in response to arguments.</li> </ol>		
<b>Special Accommodations</b>		
<p>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 <a href="#">Disabled Students Programs and Services</a>. Students may make requests for alternative media by contacting DSPS at 707-476-4280.</p>		
<b>Academic Support</b>		
<p>Academic support is available at <a href="#">Counseling and Advising</a> and includes academic advising and educational planning, <a href="#">Academic Support Center</a> for tutoring and proctored tests, and <a href="#">Extended Opportunity Programs &amp; Services</a>, for eligible students, with advising, assistance, tutoring, and more.</p>		
<b>Academic Honesty</b>		
<p>In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may</p>		

## Syllabus for English 1A: Analytical Reading and Writing – Eureka Campus

receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

[www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedure\\_srev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedure_srev1.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 website.

### Disruptive Classroom Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

[www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedure\\_srev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedure_srev1.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 website.

### Emergency Procedures for the Eureka campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at:

([http://www.redwoods.edu/Eureka/campus-maps/EurekaMap\\_emergency.pdf](http://www.redwoods.edu/Eureka/campus-maps/EurekaMap_emergency.pdf)). For more information on Public Safety, go to <http://redwoods.edu/safety/> In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- 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. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

**RAVE** – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. 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." Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions.

*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.*

## Citizenship in America: Colorblindness, Racial Inequality, and Mass Incarceration

“A mind that is stretched to a new idea never returns to its original dimension”  
--Oliver Wendell Holmes

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### IDENTIFYING AND CONTACT INFORMATION:

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- **Course meets:** (E8999) Tu/Th/F 10:05 - 11:20 AM in the Humanities Building, Room 207  
(E9000) Tu/Th/F 11:40 - 12:55 PM in the Humanities Building, Room 106
- **Instructor:** Shannon Mondor
- **Email:** shannon-mondor@redwoods.edu
- **Office Hours:** Email me or speak to me before or after class to set up a time to meet. I will be on campus each Tuesday, Thursday, and Friday during spring semester and can be available after 1 PM to meet one on one.

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### REQUIRED TEXTS AND MATERIALS (All are available at the CR Bookstore & Amazon.com):

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#### Texts:

- **“They Say/I Say”: The Moves That Matter in Academic Writing (3<sup>rd</sup> Edition)**, Gerald Graff and Cathy Birkenstein, WW Norton & Company, 2014, ISBN: 978-0-393-93584-4.
- **Academic Writing Now: A Brief Guide for Busy Students**, David Starkey, Broadview Press, 2015, ISBN 978-1-55481-249-3.
- **Between the World and Me**, Ta-Nehisi Coates, Spiegel & Grau, 2015, ISBN 978-0-8129-9354-7.
- **Citizen: An American Lyric**, Claudia Rankine, Graywolf Press, 2014, ISBN 978-1-55597-690-3.
- **The New Jim Crow: Mass Incarceration in the Age of Colorblindness**, Michelle Alexander, The New Press, 2011, ISBN 978-1-59558-643-8.
- While not required, a recent edition of *The Bedford Handbook* (published after 2009) or a comprehensive MLA handbook (7<sup>th</sup> edition) is *strongly recommended* for the research component of this class.
- All other course texts and readings will be distributed in class or made available via Canvas.

#### Materials:

- **Daily access to a computer, a printer, and the Internet** (Be prepared to access Canvas every day.)
- **An active CR email account** that you check regularly for messages and announcements
- The ability to post/submit **Microsoft Word** compatible documents
- **Writing supplies to bring to every class:** pens, 2 different colored highlighters, 8 ½ x 11 lined paper
- A **stapler** (Loose papers will not be accepted.)
- At least 2 **folders** (One for final assessment portfolio and one for a Working Portfolio)
- A **3-ring binder** with divided sections (to save and organize ALL your work & handouts from this course).
- A **USB Flash drive** for archiving your work. Please be sure to back up all files in a few different ways, such as emailing documents, saving them to Google Drive, keeping paper copies, etc...

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### COURSE DESCRIPTION AND OVERVIEW:

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This course is designed to help students develop the ability to express ideas in a coherent and persuasive written form appropriate for the college level. In this class, students will refine their abilities to read critically and to recognize the qualities of effective writing. Students will produce writing based on observation, experience, discussion, analysis of texts and readings, reflection, and research. Students will learn to analyze and produce diverse genres, with attention to how writing techniques may be used to achieve intended purposes in different rhetorical situations. Additionally, students will develop skills associated with the collaborative nature of writing and critique, which will include attention to writing as a recursive, rhetorical, and social process.

Revision and reflection form the core elements of this course, since they deepen our insights and critical abilities with language. The course will be student centered, meaning active and informed participation of all students is essential to our work. Lectures will be scarce, so come prepared to engage and discuss. Ideally, students in this course should form a community of supportive, engaged writers who take responsibility for learning, who make appropriate rhetorical

choices, who compose strong, relevant arguments featuring analytic claims supported with credible evidence, and who are committed to improving each other's writing and thinking.

## **Citizenship in America—Colorblindness, Racial Inequality, and Mass Incarceration**

In this course, we will examine and write about how race and citizenship play important roles in everyday American life. With many recent tragic events highlighting the disconnect between our nation's noble democratic ideals of equality and fairness and the lived experience of many of our citizens and residents, especially those who are poor and people of color, and at the close of the second and final term of our first black president, race remains a topic that concerns, interests, frustrates, and even confuses many people in this country. Yet it is exceptionally hard for most Americans to talk about race: openly addressing issues involving race and deepening our understanding of racial inequality, its causes, and consequences makes many people feel personally uncomfortable or threatened and potentially vulnerable to accusations of racism and prejudice. People often feel anger, pain, resentment, guilt, shame, blame, confusion, or denial while thinking about issues of racial inequality. The enduring legacies of past and present wrongs complicate how we feel about who should be considered responsible or to blame, who has benefitted (and continues to), and what can and should be done to repair and rectify the inequalities, injustices, mutual mistrust, and continued pain and suffering due to persisting racism and prejudice. We will need to be gentle, kind, and respectful to each other as we examine these sensitive issues, but we will also need to push beyond our comfort zones to achieve new insights.

While individual acts of hateful racism and violent, explicit bias have greatly diminished, and important legal victories have been secured, unfortunately structural and systemic inequalities and barriers remain integral to our stratified American political, economic, criminal justice, law enforcement, education, housing, and employment experiences and opportunities. In the absence of substantive, critical, and honest inquiry into and exploration of race and how it functions in our society, communities, families, and personal lives, implicit biases have only intensified as they have been pushed further from our conscious attention and scrutiny. These lingering biases routinely lead to unfair and discriminatory treatment, simultaneously impeding personal achievements and preventing us all from living in and contributing to a society that values and respects its diverse members. It is my hope that looking critically at how race functions in our current society can help us better understand how to actively work for and promote the freedom, equality, integrity, and justice for all as promised in our country's founding documents. What we achieve on these fronts will largely depend on our individual and collective willingness to listen, learn, sit with discomfort, and confront our own experiences and preconceptions of what race means and what it does in our modern society.

### **COURSE REQUIREMENTS**

The general rule for college classes is that for every hour spent in class, students should expect to spend a minimum of 2-3 hours working outside of class. For this 4-hour per week class, expect to spend **at least** 8-12 additional hours reading and writing to earn an average grade, depending on your entering skill level. Earning excellent grades will require investing more time and effort than the expected minimum.

Major assignments for English 1A include:

- Two Major Papers (1500+ words) & accompanying Working Portfolios.
- A 6-8 page Persuasive Research Project requiring a variety of genres (proposal, annotated bibliography, analytical paper featuring MLA style and a Works Cited).
- 14 Reading Responses (500+ words each).
- Leading class discussion for a chosen section of *The New Jim Crow* as part of a small group & a formal written reflection evaluating the activity.
- Active, engaged, regular participation in class discussion and activities.
- At least Four (4) Peer Response Groups: Class time to participate in respectful, critical response to peer writing in small groups. To get full credit you must be present, on time, and come prepared with multiple copies of your draft. Not having a draft means you will not earn higher than 70. Only having one copy of a draft means you will not earn higher than 80.
- Regular in-class reading, writing, collaborative work, and discussions in groups of various sizes.
- A substantially revised, properly formatted Final Assessment Portfolio (see below for details).

### **Meeting Deadlines:**

**Due Dates** for all assignments are in the course calendar, which will be distributed the first week of classes.

Assignments are due in properly formatted hard copy paper form at the beginning of class AND posted to the appropriate Canvas location (generally found in that week's module, the assignments link, and a discussion forum) by midnight of the due date. To get full credit for assignments, they must be submitted **both** ways by the deadline. Submitting work online will not substitute for bringing paper copies to class.

All Major Papers and the Final Assessment Portfolio must be submitted to Canvas, where they will automatically be evaluated by Turnitin.com, as required by the English Department.

Disrespecting due dates will result in **significant grading penalties**—unless an extension has been requested and granted *IN ADVANCE* or unless official documentation excuses an absence.

You will receive 2 late coupons. These coupons will give you **ONE** extra week to submit a single assignment with no penalty to your grade. The coupons cannot be used for a rough draft of a major paper or peer review sessions.

**Work will not be accepted more than one week after the original due date.** Assignments not submitted within a week of the due date will receive a zero. Instructor comments and feedback may not be provided on late work.

It is your responsibility to communicate with me BEFORE due dates to request extensions or alternate due dates. For students current on course work and regularly attending class, occasional extensions may be provided, but such decisions will be at the discretion of the instructor and will be made on an individual basis.

### **Expectations—Stay on top of your work:**

Because details of your homework and assignments will be explained and handed out in class when they are assigned, your **regular attendance is crucial** for success in the course and for understanding the expectations of individual assignments. Extensive independent reading and writing will be necessary for each class meeting, where you will often work individually or in small groups using the materials you've been asked to prepare ahead of time. Often, you will generate or revise writing assignments during class using new techniques modeled for you.

All students are responsible for coming to class on time and prepared, for knowing when things are due, for asking questions about things they don't understand, and for contributing to an energetic and respectful learning community. By enrolling in this section of English 1A, you are committing to meeting our specific course goals and must be willing to participate in the activities and techniques involved. Please understand that genuine learning often involves discomfort with new and unfamiliar ideas and processes—expect to think deeply about challenging, complex issues that don't have simple answers. Expect to stretch your intellectual and rhetorical capabilities. How much you learn and how much your writing improves will depend on the intensity of your commitment, your willingness to interact and collaborate with each other, and your genuine engagement in course activities.

Members of this class are expected to show respect and tolerance for each other. We will undoubtedly hold and explore different views on many issues, but that should not prevent us from listening to and learning from each other. **Please conduct yourself in a respectful, professional manner appropriate for a college classroom.** Students whose behavior becomes disruptive or disrespectful will be asked to leave and will receive an absence for the day.

### **The Assessment Portfolio**

In the last few weeks of the course, you will compile a final assessment portfolio 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, excluding Works Cited pages). **The portfolio cannot contain more than 4 individual submissions** (including the cover letter). Detailed guidance and instructions will be provided for how to format and prepare this assignment, which will act as the final exam for the course. The portfolio is worth 20% of the course grade and will be due during our scheduled final exam time.

### **The Working Portfolios:**

Each major paper will be submitted in a folder along with all the smaller assignments and drafts that have contributed to its development. 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. 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.

Working portfolios will have cover sheets detailing point values for individual assignments expected to be in them. These sheets must be completed outside of class so that the work is ready to submit at the beginning of class on the designated due date. **Working portfolios submitted without completed cover sheets or without passing essay drafts that meet the minimum word requirements will likely not earn any credit.**

### **Paper Format:**

Unless the writing occurs in class, all work you submit must be ready at the start of class on the due date. Papers should be typed using a standard 12-point double-spaced font (Times, Calibri) with one-inch margins and must be **stapled**. For every assignment you turn in, unless I indicate otherwise, use a single-spaced heading that includes your name, the instructor's name, the course number, the assignment, the date, and the word count. Please type this heading on the left side of the first page of every out of class assignment.

Example Heading:            Student Name  
                                     Ms. Shannon Mondor  
                                     English 1A  
                                     Reading Response #1  
                                     January 9, 2016  
                                     Word Count: 523

**\*\*For assignments longer than one page, have a right-aligned header (typed or written in by hand) with your last name and the page number. If necessary, handwrite this. Do NOT forget to staple your work before submitting it.**

### **Canvas:**

Canvas will be used extensively in this section of 1A. The online portion of our course will be organized by weekly modules where you will be able to post assignments, access copies of documents handed out in class, and explore additional resources and links related to our course material. Please make it a habit to visit the site and explore what it contains, though the site will be in development as the course progresses. Add a picture to your profile so that we can have an easier time learning and using our names in class. I will update the grade book every three weeks or so, which will allow you to keep track of your progress.

### **Grading Policy and Criteria:**

Each major paper will have a cover sheet indicating all required assignments and their point values in the Working Portfolio. Completing this cover sheet and organizing the working portfolio before coming to class is the responsibility of each student. Points will be earned for the smaller required assignments leading up to the revised essay (the writing process—prewriting, organization techniques, peer review, etc) and for the overall quality of the essay and argument.

**Students must submit passing essays to earn points for the Working Portfolio. Working Portfolios will not earn credit unless they contain both rough and revised drafts of the essays. No points will be earned for a Persuasive Research Project Working Portfolio unless it contains 10 complete Annotated Bibliography entries and a properly formatted Works Cited page documenting any references used in the essay.**

Some shorter, informal, and in-class assignments will be evaluated credit or no credit (✓/⊙). Most formal assignments (including reading responses) will be given a mark denoting quality, ranging from ✓+, ✓, OK, ✓-, or zero.

**All word counts are required MINIMUMS**—you can always write more than required, but writing fewer words than the minimum word count will earn less than full credit or no credit at all. Work that does not meet minimum expectations of quality and /or length will not receive credit.

I will provide written comments on your work to highlight your existing writing strengths, to share a reader's reaction to what you have communicated, and to suggest possible ways to improve through revision. Only by giving me the opportunity to respond to what you consider your best work can my advice help you improve and submit even better work in the assessment portfolio. Comments on major papers will be typed using the MS Word comment function.

**Students must earn a final grade that's a minimum of 70 points to pass the class.**

<u>Grading Symbol</u>	<u>Point Value</u>	<u>Assessment Portfolio Grades</u>		<u>Final Course Grades</u>	<u>Point Values</u>
✓+	100	A	93-100	A	93-100
✓	90	A-	90-92	A-	90-92
OK	80	B+	87-89	B+	87-89
✓-	70	B	83-86	B	83-86
⊖	0	B-	80-82	B-	80-82
		C+	77-79	C+	77-79
		C	70-76	C	70-76
		F	0-69	F	0-69

## **Breakdown of your Grade:**

### **1. Citizenship and Course Work**

**80%**

This part of your grade includes all the required reading and writing assignments as well as your preparedness, engagement, attitude, attendance, collaboration, in-class work, presentations, contributions to daily discussion and Peer Response Groups.

- **Major Essay Working Portfolios** **15%**
- **Persuasive Research Project (Annotated Bibliography required)** **20%**
- **Peer Response Groups and Feedback** **10%**
- **Shorter Formal & Informal Work (writing, presentations, participation, RR)** **35%**

### **2. Assessment Portfolio**

**20%**

Students must complete and pass both major essay working portfolios and the research project in order to be eligible to submit an assessment portfolio. Also, students must be passing with a 70 or above to submit an assessment portfolio. Assessment portfolios must contain a cover letter and 2-3 revised pieces of writing and be at least 13 properly formatted pages long to be eligible for scoring.

Any portfolio that does not meet minimum submission requirements will be considered incomplete and will not be assessed, meaning you will not earn credit for this course. No student can pass this course without submitting an assessment portfolio that conforms to stated requirements and earns a C or higher.

## **Attendance Requirements:**

### **The English Department Attendance Policy**

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. **Students may not pass the class if they miss more than two weeks of class.** Since this class meets three times a week, students should not exceed 6 absences for the semester. If a student exceeds the limit on absences, the instructor will notify the student via email that he or she has been dropped. Students are still responsible to go into Web Advisor and withdraw themselves from the class, in order not to receive an F.

Attendance is mandatory for this class. I will take attendance at every class meeting. If you are absent, make arrangements to submit your work on time. Electronic versions can be posted to Canvas by deadlines, even if you cannot physically attend class. Also, make contacts and exchange information with classmates so that you can find out about any new work assigned before returning to class to avoid missing assignments or falling behind. Email is a good way to communicate with me in these circumstances.

Students who miss all or part of the first week of classes without contacting the instructor may be dropped from the class. You may miss up to 3 classes with no consequence to your grade. Each absence starting with the 4<sup>th</sup> may reduce your course grade by 3%. Being regularly absent, late, or unprepared for class will severely damage your ability to pass this course. Students who accrue more than 3 late arrivals may lose up to 5% of their course grade. Partial absences will count towards the total allowable absences, so please be mindful of your punctuality. If you come late, check in with me before leaving class to be sure that I have recorded your attendance.

Missing 7 or more classes (more than 2 weeks) will result in an “F” for this course.

**\*\*Students who have perfect attendance, participate actively, and submit all required assignments will receive a 3-point bonus to their final course grade, meaning a 90 would become a 93.**

### **Other Important Matters:**

**Unplug:** Please leave your personal electronic equipment turned **OFF and out of sight** while this class is in session—unless you are using devices to enhance your success in the course. Texting is not allowed in this class. Neither is listening to music, unless I indicate students can do so if they choose during a specific activity. Disrespecting this policy may result in points deducted from your final course grade for your technology interfering with our work. Repeated problems with this issue may require you to leave your devices on my desk.

**Write for a Public Audience:** All graded writing done for this course should be of a public nature, meaning that you should feel comfortable sharing it with your peers, the instructor, and a wider public audience. Expect your writing to be read and responded to in diverse ways by a variety of readers. All work submitted for credit in this class must have been created **expressly and exclusively** for this course. Unless you stipulate otherwise, I may use work produced in this class for professional or pedagogical purposes (examples for future students or in conference presentations).

**Get Connected:** If you have questions or comments about the course, please share them with me. If you send an email, identify yourself by your name and the class section you are in and provide a context for your question or message so that I have enough information to give you a solid answer. I am open to negotiate *some* course policies and due dates based upon mitigating circumstances, but you must communicate with me in a **timely** manner in order for that to happen. Email is the best way to communicate with me. I check it daily. It may take me up to 48 hours to respond, so please be patient.

**Stay Connected:** You will be expected to check Canvas regularly for course updates and for links to course related information, including handouts and readings. In addition, most writing assignments and presentation materials will need to be posted to Canvas. Activate your CR email account and check it several times each week, including the days we don't have class. Find computer resources on campus if you do not have them available at home.

### **Academic Honesty:**

Turning in work you did not produce will not help you grow intellectually, nor will it satisfy the requirements of the course. Any student who knowingly submits work that is not his or her own or work that has not been written expressly and exclusively for this course may fail the assignment. Depending on the severity of the offense, the student could ultimately face more serious disciplinary action from the college.

Learning how to blend others' voices into your own work is an important academic skill that you will use in this course and throughout your academic and professional careers. We will devote class time to proper MLA documentation and citation of sources so that you develop confidence in these skills.

**\*\*OUTSIDE SOURCES INCLUDED IN WRITING PRODUCED FOR THIS CLASS MUST BE DOCUMENTED, WHETHER SOURCES HAVE BEEN FORMALLY REQUIRED AS PART OF THE ASSIGNMENT DESCRIPTION OR NOT. BE RESPONSIBLE. KEEP TRACK OF WHERE YOU FIND INFORMATION—otherwise it cannot be used in your work.**

**www.turnitin.com:** Students are required to submit each of the major writing assignments to Canvas, including the revised pieces and cover letter comprising the Assessment Portfolio, where these pieces will be vetted for authenticity and plagiarism through Turnitin.com. Essays not submitted to Canvas will not receive feedback.

### **Campus Writing Resources**

- Writing Center (WC): The WC is located in the library (LRC). I **highly encourage** signing up for English 53A, which gives you access to conferences with English instructors and peer tutors M-TH from 8:30 AM-7:25 PM and Fridays from 8:30 AM to 2:40 PM. For each ½ unit, students need to spend 22.5 hours in the WC.

- Academic Support Center (ASC) Tutoring: The ASC is located at the back part of the LRC, near the math lab. This FREE resource is a great option for students who want to schedule a writing conference for specific days and times. You can schedule 30 or 60 minute one on one conferences.

### **Final Exam Policy / Plans**

Paper versions of the Final Assessment Portfolios are due during our scheduled Final Exam Meeting period. The portfolios must also be submitted to Canvas (formatted as one continuous document) by midnight May 12, 2016.

\*\*Students from either section may submit portfolios during either final exam period.

**Portfolios DUE at 10:45 AM  
Tuesday, 5/10 in HUM 106 or Thursday, 5/12 in HUM 207**

**Late portfolios will NOT be accepted.**

**Please write down the contact information of three classmates here, in case you need to find out what happened in class on a day you're absent:**

Name:

Phone:

Email:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Questions or concerns about the syllabus or any course policies? Write them down here and ask about them during our next class meeting.

Week	M	Tuesday	W	Thursday	Friday
1		1/19 <ul style="list-style-type: none"> <li>Course Overview</li> <li>Freewriting</li> <li>Interviews</li> </ul>		1/21 <ul style="list-style-type: none"> <li>Introductions</li> <li>Reading Responses</li> <li>Syllabus Q &amp; A</li> </ul>	1/22 <ul style="list-style-type: none"> <li><b>RR #1 Adler (DRAFT) DUE</b></li> <li>Discuss "How To Mark A Book"</li> <li>Annotation &amp; Analytical Reading</li> <li>Canvas Overview</li> </ul>
2		1/26 <ul style="list-style-type: none"> <li><b>RR #1 Adler (REVISED) DUE</b></li> <li>AWN Ch. 1, 2, 3 (15-64)</li> <li>Writing Process Freewriting</li> <li>Rhetorical Situations—ethos, pathos, and logos</li> <li>Discuss McIntosh</li> </ul>		1/28 <ul style="list-style-type: none"> <li>Jim Crow foreword, preface, and Introduction (1-19)</li> <li><b>RR #2 DUE</b></li> <li>Introduce Jim Crow Group Discussion Leading</li> </ul>	1/29 <p><b>NO CLASS (TRAVEL TO SF FOR PROFESSIONAL DEVELOPMENT)</b></p>
3		2/2 <ul style="list-style-type: none"> <li><b>RR #3 DUE</b></li> <li>Discuss Coates Part 1 (5-71)</li> </ul>		2/4 <ul style="list-style-type: none"> <li>TSIS "They Say" (xvi-54)</li> <li>Groups Analyze Coates</li> <li>In-text citation practice</li> </ul>	2/5 <ul style="list-style-type: none"> <li>Discuss Coates Part 2 (75-132)</li> <li><b>RR #4 DUE</b></li> <li>Introduce MP #1</li> </ul>
4		2/9 <ul style="list-style-type: none"> <li>Groups Analyze Coates</li> <li>Discuss Coates Part 3 (136-152)</li> <li>Organize TNJC Group Discussion Leading</li> <li>MP #1 Invention/Prewriting</li> </ul>		2/11 <ul style="list-style-type: none"> <li>Discuss Rankine Parts 1 &amp; 2 (5-37)</li> <li><b>RR #5 DUE</b></li> </ul>	2/12 <p><b>NO CLASS (LINCOLN'S BIRTHDAY)</b></p> <p>**Read your assigned TNJC chapter to make the most of Tuesday's Prep Time.</p>
5		2/16 <ul style="list-style-type: none"> <li>Prep Time for TNJC discussion leading groups</li> <li><b>3-5 MP #1 Topic Ideas DUE</b></li> </ul>		2/18 <ul style="list-style-type: none"> <li>AWN Ch 4 (69-80): Thesis &amp; Essay/Paragraph Structure</li> <li><b>MP #1 Freewrites DUE</b></li> <li>MP #1 Topic Development</li> </ul>	2/19 <ul style="list-style-type: none"> <li>TSIS "I Say" (55-104)</li> <li>Discuss Responding Techniques</li> </ul>
6		2/23 <ul style="list-style-type: none"> <li>TSIS CH. 8, 9, &amp; 10 (pp. 105-138)</li> <li>MP #1 Development</li> </ul>		2/25 <ul style="list-style-type: none"> <li>AWN Ch. 6, 7, &amp; 8 (103-149)</li> <li><b>In class work with MP #1 draft—bring a draft</b></li> </ul>	2/26 <ul style="list-style-type: none"> <li>Jim Crow Ch. 1 Discussion (20-58)</li> <li><b>RR #6 DUE</b></li> </ul>
7		3/1 <ul style="list-style-type: none"> <li><b>MP #1 Draft DUE/PRG</b></li> <li><b>Bring 4 copies of your draft</b></li> </ul>		3/3 <ul style="list-style-type: none"> <li><b>MP #1 Peer Letters DUE</b></li> <li>Descriptive Outlines</li> <li>In class work with MP #1 draft</li> </ul>	3/4 <ul style="list-style-type: none"> <li>Jim Crow Ch. 2 Discussion (59-96)</li> <li><b>RR #7 DUE</b></li> <li><b>Post MP #1 working thesis to Canvas by 1 PM</b></li> <li><b>Descriptive Outline DUE to Canvas MONDAY 3/7</b></li> </ul>
8		3/8 <ul style="list-style-type: none"> <li><b>MP #1 Working Portfolio DUE</b></li> <li>Introduce MP#2</li> <li>Brainstorming</li> <li>MLA Practice Works Cited</li> </ul>		3/10 <ul style="list-style-type: none"> <li><b>MP #2 Freewrites DUE</b></li> <li>MP#2 Topic Development</li> <li>Cubing</li> <li>AWN Ch. 5 (83-98) &amp; Appendix II (213-223)</li> </ul>	3/11 <ul style="list-style-type: none"> <li>Jim Crow Ch. 3 Discussion (97-139)</li> <li><b>RR #8 DUE</b></li> </ul>

Week	M	Tuesday	W	Thursday	Friday
		SPRING BREAK 3/14-3/19			
9		3/22 <ul style="list-style-type: none"> <li>Discuss Rankine Parts 3, 4, 5, &amp; 6 (pp. 41-135)</li> <li><b>RR #9 DUE (Choose part 3, 4, 5, or 6 to focus on)</b></li> <li>MP #2 Topic Development</li> </ul>		3/24 <ul style="list-style-type: none"> <li><b>MP #2 draft Proposal DUE</b></li> <li><b>Practice Works Cited DUE (for working with in class)</b></li> <li>Annotated Bibliographies</li> </ul>	3/25 <ul style="list-style-type: none"> <li>MP #2 Topic Approval</li> <li>Jim Crow Ch. 4 Discussion (140-177)</li> <li><b>RR #10 DUE</b></li> <li><b>*Pre-break TNJC Group Reflections due</b></li> </ul>
10		3/29 <ul style="list-style-type: none"> <li><b>MP #2 Revised Proposal DUE</b></li> </ul> **Meet in LRC-103—Research Day		3/31 <ul style="list-style-type: none"> <li>Discuss Rankine Part 7 (139-161)</li> <li>In class writing on Rankine</li> </ul>	4/1 <ul style="list-style-type: none"> <li>Jim Crow Ch. 5 Discussion (178-220)</li> <li><b>RR #11 DUE</b></li> </ul>
11		4/5 <ul style="list-style-type: none"> <li><b>Practice Works Cited DUE (for grading)</b></li> </ul>		4/7 <ul style="list-style-type: none"> <li><b>Annotated Bib DUE (5)</b></li> <li>Paraphrase/Quote/Summary</li> </ul>	4/8 <ul style="list-style-type: none"> <li>Jim Crow Ch. 6 Discussion (221-262)</li> <li><b>RR #12 DUE</b></li> </ul>
12		4/12 <ul style="list-style-type: none"> <li><b>MP #2 Draft DUE/PRG</b></li> <li><b>Draft of MP #2 Works Cited DUE</b></li> </ul>		4/14 <ul style="list-style-type: none"> <li><b>Peer Response Letters DUE</b></li> <li>Descriptive Outlines</li> </ul>	4/15 <ul style="list-style-type: none"> <li><b>Post-break Group Reflections DUE</b></li> <li>Jim Crow Discussion—solutions?</li> <li>Introduce MP#3</li> <li><b>Post MP #2 Working Thesis to Canvas by 1 PM</b></li> <li><b>MP #2 Descriptive Outline DUE posted to Canvas by Monday 4/18</b></li> </ul>
13		4/19 <ul style="list-style-type: none"> <li><b>Annotated Bib DUE (10)</b></li> <li>MLA/Grammar Considerations</li> <li>In-class work on MP #2</li> </ul>		4/21 <ul style="list-style-type: none"> <li><b>MP #2 Working Portfolio DUE</b></li> <li>Developing MP#3</li> </ul>	4/22 <ul style="list-style-type: none"> <li>Developing MP #3</li> </ul>
14		4/26 <ul style="list-style-type: none"> <li><b>MP #3 draft DUE/PRG</b></li> </ul>		4/28 <ul style="list-style-type: none"> <li><b>Peer Response Letters DUE</b></li> <li>Final Portfolio Requirements</li> <li>Higher/Later Order Concerns</li> </ul>	4/29 <ul style="list-style-type: none"> <li><b>Post MP #3 working thesis to Canvas by 1 PM</b></li> <li>AWN Ch. 9 &amp; 10 (153-189)</li> <li>TSIS Ch. 11 (139-159)</li> </ul>
15		5/3 <ul style="list-style-type: none"> <li><b>MP #3 DUE</b></li> <li>MLA Review, Revising Tips</li> </ul>		5/5 <ul style="list-style-type: none"> <li>RR #13: Cover Letter Analysis</li> </ul>	5/6 <ul style="list-style-type: none"> <li><b>RR #14: Cover Letter Draft DUE/PRG</b></li> </ul>