

## Syllabus for English 1A – Eureka Campus

<b>Semester &amp; Year</b>	Spring 2016	
<b>Course ID and Section #</b>	039002 Section #E9002	
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<b>Number of Credits/Units</b>	4	
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<b>Textbook Information</b>	<i>Title &amp; Edition</i>	<i>Culture: A Reader for Writers</i>
	<i>Author</i>	Mauk
	<i>ISBN</i>	978-0-19-994722-5
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	<i>So What: The Writer's Argument</i>
	<i>Author</i>	Schick & Schubert
	<i>ISBN</i>	978-0-19-994907-6

### 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; minimum 6,000 words formal writing

### 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.

### Special Accommodations

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you 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 at 707-476-4280.

### Academic Support

Academic support is available at [Counseling and Advising](#) and includes academic advising and educational planning, [Academic Support Center](#) for tutoring and proctored tests, and [Extended Opportunity Programs & Services](#), for eligible students, with advising, assistance, tutoring, and more.

### Academic Honesty

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 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/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.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.

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### **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/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.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.

## The Tools You Need For This Course

Use the open circles below as check boxes  
Make sure you have the complete list of items you need for this class.

### **Required Course Content: You need these the first week**

- *Culture: A Reader for Writers* by Mauk
- *So What: The Writer's Argument* by Schick & Schubert
- Canvas online learning management system
  - We will use Canvas every week for assignments and handouts. Using Canvas saves you the cost of purchasing a coursepack and keeps you connected 24/7

### **Required Materials: you need these the first week**

- A spiral bound notebook dedicated to this class only
- A binder to organize handouts, assignments, and in-class writing
- Reliable Access to the Internet and a printer
  - at home **or** a willingness and ability to use the on-campus labs every week
- Microsoft Office Programs
  - MS Office is a free download for students. You will need it for class every week

### **Necessary Internal Ingredients: we will build these all semester. Be ready to start on day 1**

- Collegial and respectful manner
- Willingness to try new things and to consider revising things you already do
- Commitment to communication and dedication to this course, to your class colleagues, and to your professor
- Bravery, determination, vulnerability
- The patience to value difficult processes
- The willingness to ask for assistance and advice
- The ability to recognize your own successes and champion the successes of others

## Learning outcomes and how class works:

**Our class has overall student learning outcomes:  
these are the big, measurable goals identified on the cover page.**

### **Course Objectives: more specific details explaining how students will meet the outcomes.**

1. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support.
3. Develop varied and flexible strategies for generating, drafting, and revising essays.
4. Analyze stylistic choices in their own writing and the writing of others.
5. Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
7. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
8. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

**Our class has weekly learning outcomes:  
these are your weekly milestones and housed within the modules on Canvas**

Each week is structured online into a module. Within the module, you will see the activities you need to complete to successfully master the weekly learning outcomes and advance to your next milestone. The standard week is listed below and assignments completed online are underlined.

<b>Weekend before new module</b>	Complete assigned reading and <u>online quizzes</u> . <i>Note* milestone quizzes must be completed to gain access to the rest of the week's assignments.</i> Review the week's <u>author tag and paraphrase milestone online</u> .
<b>Tuesdays</b>	Come prepared to actively discuss the reading with your classmates.
<b>Wednesdays (Online)</b>	Complete the <u>author tag and paraphrase (ATP) milestone online</u> . Advance writing assignments as assigned
<b>Thursdays</b>	Come prepared to advance your current essay draft in class with work completed as assigned.
<b>Thursday-Monday (online)</b>	<u>Submit any required writing assignments and post and respond if there is a weekly discussion forum.</u>

**How to be Successful in this Course:**

Even if English is your least favorite subject, there is a simple formula for success in my courses.

**This class doesn't require you to be an expert; it requires you to have *grit*.**

You earn your A through **persistence**. It's that simple. Stick with it and meet the milestones.

A's are **earned** in this class **one completed milestone at a time**.

**Homework (milestone assignments and Writing Explorations):**

All strong writers know that the trick to writing an essay is to build it in pieces. Every milestone assignment we do is purposefully built to help you practice and build your next essay. Because of this, completing the milestones is non-negotiable. They are as important as the finished essay.

**Reading is a milestone:**

Successful reading is a skill you will strengthen in this class and the foundation of everything we do. You'll quickly learn that reading for our class is a "pencil in hand" kind of milestone, just like completing math equations or writing a lab report after observing an experiment. Because *how we read* is connected to *what we read*, you'll be practicing a number of different processes as a part of class. The best advantage you can give yourself is the patience to go slowly and the persistence to re-read a second or third time.

**Late work and college success:**

Let’s imagine this was competitive weightlifting 101 instead of an English class. Now let’s imagine you were bench pressing 40lbs on Tuesday in week 2 and needed to meet your goal of pressing 55lbs by the end of week 3. If you did not lift every other day, a little more each time you lifted, there’s no way you could successfully lift another 15 lbs consistently by the end of week 3. This is an example to explain why **allowing late work in a class hurts students rather than helping them**. I cannot move you toward your goal in stages if I let you turn in the stages after (or right before) the goal is due. It will look just as weak and rushed as a weight lifter shaking to manage that 55lbs. Nope. Not a good idea.

But in the real world, real life happens. So I give you enough opportunities to submit late to cover you, but not enough to mislead you into bad habits. **You have 3 late passes. Total. Keep them close to you and use them wisely.** I don’t care if you use a late pass because you are sick, or take a long weekend, or your friend has to go to the ER and you drive her or you just need more time on an assignment. Use them for whatever reason you need. You get 3. Total. **Each late pass grants you an additional 24 hours of time for an assignment. The assignment is due 24 hours after the due date for you if you use a late pass.** Because Canvas tracks submission times, I can easily track your new submission deadline, but you need to choose to use a pass and track your new due date/time. Submit your free late pass to the **Late Pass Drop Box** in order to activate it. Our Final exam is the last day of class. No late work can be submitted following that day.

**Asking for Clarification:** Seeking answers to your questions also is an essential habit for success. If you have a question, consider the avenues available to answer your question (the syllabus, course materials, online materials, classmates, writing center tutors, librarians, and your professor) and be persistent in finding solutions. Make a plan for a route to your answer outside of just me, because if you have a question two hours before the due date, I may not get back to you in time.

**Expectations of This Course and Your Professor**

**Here’s what to expect in terms of email, grading, feedback, and overall course experience**

**Expect this course to be challenging and a lot of fun:** I know this is an English course and I teach English, so there’s a good chance you don’t believe me right now, but give me a chance to prove it to you.

**Expect me to respond to you in a timely manner, following the guidelines below:**  
Not all feedback is the same—some takes longer than others. Here’s a helpful guide for you to rely on.

<b>What</b>	<b>Response Time</b>
Email (on Canvas)	I will respond within 24 hours to emails Monday through Friday. I will respond within 48 hours on weekends. Emails sent after 7pm will be answered the next day at the earliest
Milestone assignments	Weekly milestone assignments are graded within 48 hours of the end of that week’s module.
Writing explorations and essays	Writing explorations are graded within 5 days of the due date. Essays are graded within 14 days of the due date.
Weekly participation	Weekly participation points will be added within 48 hours of the end of that week’s module.

Life happens to all of us, including me. If something unexpected delays my feedback to you on email or in grading, I will post an announcement to the class letting you know there is a delay and the new expected feedback date.

### **Expect Grading to be Fair, Consistent, and Clear**

I use grading rubrics for essays, milestones, class participation, and responses. You should always know why you earned the grade you did, what to strengthen, or what to keep doing because it is great!

#### **Course Grading:**

100%	A+	99-93%	A	92-90%	A-	79-77%	C+	76-70%	C		
89-87%	B+	86-83%	B	82-80%	B-	69%-67%	D+	66%-60%	D	59%-below	E

## **Expectations You Meet as a Student**

**Here's what I expect from you as a student in this course**

### **I expect participation that demonstrates Professionalism, Preparedness, and Engagement:**

Every day in class, students are eligible to receive up to 10 points for participation, preparedness, and engagement. This score is awarded for the combination of completed work and in class behaviors.

#### **Demonstrate your professionalism**

- Arrive on time or in advance so you're ready to start when class starts.
- Respect the voices of others and be gracious while others are speaking.
- Use professional, collegial language in class.
- Do not eat or engage in other activities that are distracting or disrespectful to the group.

#### **Demonstrate your preparedness**

- Have online milestones completed by the due date.
- Have in-class milestones printed, prepared, and ready to workshop on the due date.

#### **Demonstrate your level of engagement**

- Listen thoughtfully to the professor and your class colleagues.
- Focus your energy and attention to the class objectives for the day.
- Put away electronic devices/close online programs/close printed material that directs your attention or eyes away from the class objectives.
- Thoughtfully contribute to class in ways that advance the learning for the group.

If I notice you demonstrating a behavior that will result in a loss of participation credit, I will mention it to you after class unless it requires immediate discussion. I assess your PP&E score weekly on Canvas.

### **Participation: alternative assignment option for partial credit if you are absent**

Although participation is much more than attendance, it requires attendance to participate. You may complete an alternate assignment to receive up to 5 points participation on an absent day. Alternate assignments are available in the weekly module on Canvas and due within 24 hours of your missed class.

### **I expect you to submit original work. I expect you to give credit to all sources used by you.**

Plagiarism is the use of someone else's words or ideas in your writing without giving credit. When you use someone's words or ideas, you must cite your source. This includes paraphrasing and summarizing from a text. Working with another student and submitting similar work is also plagiarism. Do your own work unless a group project is the stated goal. I use turnitin to verify your work is your own and I follow the academic misconduct code for the College if cheating/plagiarism occurs.

## Overview of Major Assessments

<b>Participation: (Professionalism, Preparedness, Engagement)</b>	25%
<b>Online Milestones</b> <ul style="list-style-type: none"><li>• Author tag &amp; paraphrases</li><li>• Reading Quizzes</li><li>• Online discussions/thematic responses</li></ul>	20%
<b>Essays</b>	20%
<b>Writing Explorations and Annotated Bibliographies</b>	20%
<b>Portfolio</b>	15%

### **Participation:**

As noted on the previous page, participation is a measure of your daily professionalism, preparedness, and engagement.

### **Online Response Milestones**

Each module opens with reading quizzes to help you gauge your understanding of the reading. Author tag and paraphrase milestone are due online. Weeks when you do not have a writing exploration due, you will likely have a thematic response to complete and then analyze and respond to two classmate's responses.

### **Writing Explorations, Annotated Bibliographies, and Essays:**

One of the most essential learning objectives this class will teach is to write in drafts and revise your work. In order to help you reach this learning objective, you will write two writing explorations (4-5 pages each) and 1 annotated bibliography before each polished essay. These writings will form the foundation of your essays. The polished essays (2) will examine different styles and purposes of argument. Each of these essays will be accompanied by a reflection letter. The Portfolio is a revised version of either Essay 1 or 2, accompanied by the original and in-process revision drafts of your work.

## Overall Course Details and Deadlines

### **Student Athletes and missing class:**

Instructors are notified when student athletes will be required to miss class and those absences are automatically considered "excused." Student athletes are still expected to meet online due dates and to come prepared with any in-class homework the next scheduled class session. **Athletes, please notify me 3-4 days in advance of missing class for a college-scheduled reason so that we can plan.**

### **Emergency Absences and notifying me in advance:**

Medical or legal emergencies will be addressed on a case by case basis and require documentation. Examples include a court date or a visit to the ER for the student or his or her dependents. Funerals are also considered an emergency, but require you to contact me in advance and work out a plan. If you are absent from class with no notice for a week and then notify me that you were at a funeral, I cannot assist you the same way I would if you notified me as soon as you knew you would need to miss class.

### **Missing class early in the semester--Census Week:**

Be aware that if you've missed three classes and coursework during the first two weeks of class, your name will be removed from the class roster during Week 3 (Census Week).

**Faculty-initiated drop: Missing Numerous Classes or Numerous Assignments by week 5 or week 8**

I assess overall class attendance and participation in week 5 and week 8. If you have missed more than 6 classes **or** the majority (55% or more) of the assignments by week 5 or week 8, I will notify you that I intend to drop you from the class. At this point, please contact me so that we can discuss options for you. If I have not received a message from you within 48 hours of my notification, I will drop you from the course.

**Student-initiated withdrawal: you may withdraw up until 4/1/2016**

The last date to remove yourself from the course and not receive a letter grade is **04/01/2016**. Students may withdraw from a course after census and up to this date and receive a W (withdraw) from the class. If you are considering withdrawing from the class, please contact me. Let's discuss options for you to be successful in your next steps.

**Miscellaneous Classroom Policies:**

*Food* – Food is not permitted in the classroom. Beverages are allowed so long as they are in a container that will not spill (has a lid). If someone has a medical condition that requires eating during class, please contact me privately in order to make an accommodation.

*Leaving the classroom* – please do not leave the classroom once the class has started. If it is an emergency and you must leave, please do so discretely without disrupting the rest of the class, and re-enter class discretely as well. **Please attend to restroom needs prior to the start of class. Leaving class regularly for the restroom or refilling water bottles is disruptive for you and others. If you anticipate needing to leave because of an ongoing condition, please speak with me about this.**

*Electronics* – students may use electronic devices to take notes during class or to use electronic dictionaries. All other types of technology, such as MP3 players, phones, or gaming devices, must be put away at the start of class. If you have a specific situation, such as you are expecting a call from the babysitter, please tell me in advance, and if you have to answer the phone, please go outside.

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

*Incomplete Grade*– The professor makes the decision on whether to grant an incomplete opportunity based on individual student information. Incompletes will be considered only in extenuating circumstances and with the approval of the Dean. Incompletes are not an option to repair a low grade earned throughout the semester. A student must have already demonstrated significant and successful course progression to be considered for an incomplete.

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

### Tentative Calendar and Major Assignment Due Dates

<b>Unit 1</b>	<b>T</b>	<b>TH</b>
Week 1 1/18-21	Identify learning outcomes in the syllabus Unit 1 introduction: WE1 prep Topic sentences, mapping, annotation (practice quiz)	Introduce the rhetorical situation (practice with readings) Discuss readings and ATP (building paraphrase & quote) In-text citations/author tags
Week 2 1/25-28	Building strong thematic responses—hamburger structure Concept mapping and summary (Annotations)	No Class: Campus <b>OPEN</b>
Week 3 2/1-4	Transitions and topic shifts, outlining, Finding sources	WE1 workshop <b>WE1 submission, annotations 1-5 CANVAS</b>
Week 4 2/8-11	Discuss readings and WE2. Overview: claims and appeals (use readings) Working thesis and essay plan	Reading with and against a text Citation O'rama
Week 5 2/15-18	Reverse outlining, revising thesis, taking stock	WE2 workshop <b>WE2 Submission, annotations 6-10 CANVAS</b>
Week 6 2/22-25	Works cited/support workshop Reader review prep <b>reader review draft complete and printed</b>	Reader Review in class, Reflection letter process <b>E1 packet submission CANVAS</b>

### **Unit 2**

Week 7 2/29-3/3	Unit 2 introduction: causal analysis and proposal Logos, ethos, pathos in arguments WE1 overview	Reading discussion Research strategy, annotations, thematic organization.
Week 8 3/7-10	Reading discussion, create central list of questions, connect questions to planning, reframe evidence	combined support paragraph & internal transitions annotations 3-5
Week 9 3/14-17	No Class: Spring Break	No Class: Spring Break
Week 10 3/21-24	evaluate existing research, WE1 prep <b>WE1 submission, annotations 1-5 CANVAS</b>	WE2, proposal structure overview, qualitative and quantitative data
Week 11 3/28-4/1	Discuss readings, thematically cluster Analyze audience for proposals	Consider the other side

**Unit 2 cont.**

Week 12 4/4-7	Argumentative fallacies and offsets Introductions and conclusions	WE2 workshop <b>WE2 submission, annotations 6-10 CANVAS</b>
Week 13 4/11-14	E2 workshop	E2 workshop/ works cited workshop <b>reader review draft complete and printed</b>
Week 14 4/18-21	Reader Review <b>E2 packet submission CANVAS</b>	Portfolio Ring 1

**Portfolio Unit**

Week 15 4/25-28	Ring 2	Workshop day
Week 16 5/2-5	Ring 3 <b>Reader review draft printed</b>	Reader Review Portfolio Draft & packet instructions <b>Portfolio Packet submission CANVAS</b>
Final	Final exam date and time:	

**Major Assignment Checklist**

	Score
WE1	
WE2	
Ann 1-5	
Ann 6-10	
E1	
WE1	
WE2	
Ann 1-5	
Ann 6-10	
E2	
Port	

**Minor Assignment Checklist**

Reading quizzes	Discussion/ATP	Process Writing
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____