

Syllabus for English 1A Analytical Reading & Writing – Eureka Campus		
Semester & Year	Spring semester 2016	
Course ID and Section #	E9623 (039623)	
Instructor's Name	MS Prangley	
Day/Time	TTh 6:05-8:10 pm	
Location	HU114	
Number of Credits/Units	4	
Contact Information	<i>Office location</i>	HU113
	<i>Office hours</i>	Tues 3:30-4:30 pm
	<i>Phone number</i>	
	<i>Email address</i>	marysue-prangley@redwoods.edu
Textbook Information	<i>Title & Edition</i>	
	<i>Author</i>	
	<i>ISBN</i>	
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.		

Syllabus for English 1A Analytical Reading & Writing – Eureka Campus**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 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/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.

Syllabus for English 1A Analytical Reading & Writing – Eureka Campus**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). 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 if you have any questions.

Spr 2016

College of the Redwoods

English 1A: Analytical Reading & Writing Humans & the Environment Theme

Classroom: HU114
TTh 6:05 pm – 8:05 pm
#039623

Instructor: *Mary Sue Prangley*
E-Mail: *marysue-prangley@redwoods.edu*

Required Texts & Materials:

- Christopher Hallowell & Walter Levy, *Listening to Earth*, Pearson Education, Inc., 2005.
- John T. Gage, *The Shape of Reason*, Pearson Education, Inc., 2006.
- Diane Hacker, *The Bedford Handbook*, 9th edition.
- Regular access to a computer and the Internet
- An email account (that you check daily)
- Plenty of writing utensils (pens/pencils) and an ample supply of lined 8 ½ x 11 paper (expect to need writing materials *every* class)
- 3 pocket folders (for working portfolios)
- 3 Green Books (for formal in-class writes)
- A college-level dictionary
- A flash drive or some other means of backing-up your work

Course Overview:

- **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; minimum 6,000 words formal writing.
- **Prerequisite:** English 150 or English 102 (or equivalent) with grade of “C” or better or appropriate reading and writing scores on the placement exam.
- **Student Learning Outcomes**
Students successfully completing this course will be able to:
 - Analyze argumentative claims.
 - Respond to arguments with persuasive critical essays.
 - Locate, synthesize, and document sources for use in response to arguments.

- **Course Description/Goals:** Welcome to English 1A! This course will require much time and effort from you, yet it offers much in return. English 1A is a rigorous, comprehensive course designed to increase your critical thinking, reading, and writing skills. You'll be doing an extensive amount of reading, writing, and discussing for this class. The potential benefits, though, are worth your efforts. Engaging in activities such as reading and analyzing complex texts, developing extended written analytical arguments—as well as participating in intellectual class discussions and peer group activities—sharpens the critical thinking skills that will serve you well both in college and in your life beyond the classroom.

Over the course of the semester, you will learn different strategies to help you engage in intellectual conversations (both oral and written discourses). Upon successful completion of this course, you will have a deeper understanding of how to use language effectively in different situations and for different audiences and purposes. Additionally, you will have learned something of how place, language, and culture interact to shape our understanding of ourselves and the world we inhabit.

English 1A is primarily a workshop course. In this class, we will endeavor to create a supportive community environment. In whole class and small group settings, we will work together to develop the abilities to give appropriate, productive feedback, present ideas in a well-thought-out manner, and listen and respond to the ideas of others with interest and respect. In developing these abilities, you will be sharpening your critical thinking skills as well.

Course Requirements:

- ❖ **Major Papers:** You will write three major essays (each ranging from 1400 to 2000 words). MLA formatting and documentation are required for all essays. At least two of these papers will require research in the library and on the internet. All essays are to be typed using a standard 12-point font and double-spaced. I accept hard copies only. You may e-mail me a copy of an assignment if you're absent on the day it's due (to show you've completed it), but you will not receive credit for it until you've turned in a hard copy version when you come back to class. (See Deadline & Make-up Policy section for more details.)

You will need to maintain a working portfolio (in a pocket folder) for each major essay. The working portfolio is comprised of *all* writing pertaining to this paper, including a final, polished draft, all notes, prewriting, earlier drafts, peer feedback, conference notes, & so forth. In other words, *save everything*. In order to receive full credit for a major essay, you must submit it on the due date in a working portfolio containing all the required documents. **Note: I do not accept essays without a working portfolio.**

- ❖ **www.turnitin.com:** In addition to the stapled, hard copies of each of your essays that you submit, you will also submit electronically each of your essays to www.turnitin.com via Canvas. (If you're unsure about how to perform this activity, don't worry; we will be discussing in class how to submit essays when the time is appropriate.) At the end of the semester, the recorded grades for any essays that have not been submitted to turnitin.com will be deleted from the gradebook and you will receive a "zero" for the essay.

- ❖ **Course Readings & Responses:** You will be assigned many readings over the course of the semester. You can expect upwards of 50 pages of readings per week. All readings must be completed on the date due. Skimming readings will not be sufficient for English 1A. We will work together to develop your ability to engage in “active” reading, but you must do your part. You will need to read and annotate the assigned texts, making note of the ideas presented and questioning and testing these ideas against your own.

You will need to complete all assigned readings in order to: 1) actively participate in class discussions, and 2) write meaningful responses to the texts. You will be writing a number of responses to readings. These responses will take a variety of forms, including daily quick writes (QWs), out-of-class reading responses (RRs), and formal in-class writes.

These different writing assignments allow you to reflect on our readings, to formulate questions and ideas and connect these readings to your own experiences, knowledge bases, and/or a particular aspect of the world. They are also a means of developing and displaying your critical thinking and writing skills and, therefore, will require a certain amount of time and effort on your part. You can expect to spend, on average, 8 hours per week (outside class) in completing the reading and writing assignments for this course.

Note: You have the option of developing a reading response or formal in-class write into a major essay. Keep this in mind as you read and write responses, and if you feel inspired to delve deeper into some idea, question, or issue, by all means, do so!

- ❖ **Grammar Review & Practice (as needed)**
- ❖ **Engaged Participation in Class Activities, Peer Groups Exercises, and Whole Class Discussions:** (see Attendance & Participation section for more details)
- ❖ **Regular Class Attendance:** (see Attendance & Participation section for details)
- ❖ **Formatting Assignments:** All writing (other than in-class) must be typed using a standard 12-point font and double-spaced, the pages formatted with one inch margins. Staple pages together.
- ❖ **Deadline & Make-Up Policies:** As a general rule, I do not accept late work. Any exception to this rule will be determined on a case-by-case basis. All assignments must be turned in on the date they are due to receive credit. As noted in other sections, though, if you are absent, you may email me a copy of your homework by our class starting time on the day it is due (**followed by a hard copy turned in to me when you return to class**) to receive credit.

Grading Policy:

- ❖ **Attendance & Participation (30 points possible):** English 1A is a workshop course. Both your presence and your engaged participation in class are vital not only for your individual success but for the success of the class as a whole. The attendance points I assign you (following every class meeting) will be based just as much on your preparedness and participation as your presence in that day's session. For specific attendance requirements see attendance section below.

- ❖ **3 Major Essays Submitted with Prewriting and Earlier Drafts on Required Due Date (75+100+125 = 300 points possible):** All drafts are to be included in the working folder. Each essay will have been read and responded to in (at least) one peer group session (all peer responses are to be included in the working portfolio).

- ❖ **2 Discovery Drafts (15 pts each = 30 pts possible)**

- ❖ **2 Reading Responses (15 pts each = 30 pts possible)**

- ❖ **3 Formal In-Class Writes (15 pts each = 45 pts possible)**

- ❖ **In-Class & Online Writing, Quizzes, Homework Assignments, & Group Presentations (65 points possible):** There will be many opportunities to accumulate points through activities such as informal in-class writing (quick writes (QWs), freewrites, pre-reading questions, etc.), quizzes, group activities, and homework assignments. In addition, you may be participating in one (or more) small group presentations (time permitting).

- ❖ **Final Course Grade:** There are a total of 500 points available for this course. Final grades will be based on the following scale: A (470-500), A- (450-469), B+ (435-449), B (415-434), B- (400-414), C+ (385-399), C (365-384), C- (350-364), D (300-349).

- ❖ **Extra Credit:** The official CR policy stipulates that extra credit is NOT available in English 1A.

Attendance and Participation Policies:

Since much of this class revolves around our discussions, you will need to be in class every day, on time, and prepared to engage in the day's activities. Please note that I will be taking attendance (in one form or another) *every* class period. I will also be keeping track of individual participation in group discussions and activities. (Grades are influenced by the level of participation in class.) Being late to class also affects your grade.

It is imperative that you come to class on time and prepared to actively participate. Lateness, lack of preparation, and inattentiveness will not only affect *your* ability to succeed in this course, it will also have an effect on the functioning of the class *as a whole*. Please keep this in mind.

The English Department Attendance Policy:

Students at the College are expected to attend all sessions of each class in which they are enrolled. Students may not miss more than two weeks of class. For example, if a class meets twice a week, students should not exceed 4 absences for the semester. If a student exceeds the limit on absences before week 11 of the semester, an instructor will notify the student that he or she has been dropped. After that notification, students are still responsible to go into Web Advisor and withdraw themselves from the class, in order not to receive an F. After week 10, excessive absences will likely result in failure.

Before Census (Week 3): Be aware that if you've missed multiple classes and/or have not been turning in work, your name may be cleared from the class roster following Friday of Week 3 (Census Week). If you find yourself in this boat, come and talk to me about your situation as soon as possible.

Academic Honesty Policy:

Plagiarism is a serious offence which can result in failing English 1A. We will be discussing in class about acceptable ways of including the words of others in your writing, but if you ever have any questions about whether or not you may be plagiarizing something in your writing, please come see me *before* you turn in your paper, so we can avoid any potential misunderstandings about what your intentions may have been.

Academic Misconduct: The student code of conduct is available on the College of the Redwoods website at:

www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf

Outside Assistance for English 1A:

- ❖ **Instructor Conferences:** Studies show that students who meet often with their instructors are more successful in their classes. I encourage you to make an appointment with me to discuss any questions or concerns you may have at any stage of the writing process. My office hours are Tuesdays from 3:30 pm to 4:30 pm in HU113. You do not need to make an appointment for a conference during my office hours. Just drop in and I will be delighted to see you! However, if you would like a conference and cannot make it during my office hours, please speak with me (in person or via email) and we will arrange a mutually convenient time to meet.

- ❖ **The Writing Center:** All students can benefit from the feedback of interested readers of their writing. The CR Writing Center is staffed with trained, knowledgeable instructors and peer tutors who can help you with your essays or other writing projects. In order to take advantage of this opportunity, however, you need to enroll in English 53A (a half unit).

- ❖ **The Academic Support Center:** The Academic Support Center also offers tutoring service (free to students).

- ❖ **Special Accommodations:** Persons who wish to request disability-related accommodations should contact Disabled Student Programs and Services. Some accommodations may take up to several weeks to arrange. **Please see me as soon as possible if you would like help arranging accommodations. Your success in this class is my main consideration. I will be pleased to help in whatever way I can.**

The instructor reserves the right to add, delete, or revise sections of this course or syllabus. Changes will be announced in class.

Spring 2016 Course Schedule for Prangley's English 1A Humans & the Environment Theme

Tuesday – Thursday Class

Tue	Thu
<p>Week 1 Jan 19 Introduction to the course & in-class writing & activities</p>	<p>Jan 21 Purchase textbooks from the bookstore. Read syllabus & jot down questions (to discuss in class). In <i>Reason</i>, read Ch. 1 "Writing & the College Community" & Ch. 2 "Critical Reading."</p>
<p>Week 2 Jan 26 Read & annotate MLK's "Letter from Birmingham Jail" (located on Canvas). Be sure to employ "active" reading strategies.</p>	<p>Jan 28 NO CLASS: While Mary Sue is attending CAP conference, complete readings for Tuesday (2/02) class.</p>
<p>Week 3 Feb 02 In <i>Reason</i>, read Ch. 3 "The Deep Structure of Reasoning." Discussion topic: What are "dialectical oppositions" and how are they important to argumentation? Read & annotate Judi Bari's "The Feminization of Earth First" (located on Canvas). In-class writing on the reading. Introduction to reading responses & RR #1.</p>	<p>Feb 04 Read & annotate Parts 1 & 2 of Judi Bari's "The Secret History of Tree Spiking" (located on Canvas). In <i>Bedford</i>, read sections 3a-3e "Building Effective Paragraphs" (pp. 87-106) & section 1c "Draft a Working Thesis" (pp. 19-21). Note: students working out of the 8th edition need to check out and read this section in the 9th edition of the Bedford (copies located in CR Library & Writing Center).</p>
	<p>Also for Thu., Feb 04: MLK revisited: Bring your annotated MLK "Letter" to today's class. Be sure to bring both Bari's essays to today's class as well. Introduction to Essay #1</p>
<p>Week 4 Feb 09 In <i>Listening</i>, read & annotate Solnit's "The Orbits of Earthly Bodies" (105-8) and Silko's "Landscape, History, and the Pueblo Imagination" (171-183). In <i>Reason</i>, read Ch. 5 "Asking Questions, Generating Ideas" (pp 56-74). RR #1 (at least 2 pgs.) due Introduction to RR #2</p>	<p>Feb 11 In <i>Listening</i>, read & annotate Aldo Leopold's "The Land Ethic" (pp. 18-31).</p>

<p>Week 5 Feb 16 RR #2 on Silko or Solnit readings (at least 2 pgs.) due Read & annotate Aldo Leopold's "Thinking Like a Mountain" & Michael Pollan's "Why Mow?; The Case Against Lawns" (both located on Canvas). In <i>Bedford</i>, review section 1c "Draft a Working Thesis" (29-35). Develop a working thesis for Essay #1 and bring it to today's class. Bring <i>Bedford</i> and <i>Shape of Reason</i> to class as well.</p>	<p>Feb 18 In-Class Write #1: Pollan's "Why Mow?; The Case Against Lawns"</p>
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<p>Week 6 Feb 23 Peer Review: Bring a copy of current draft Essay #1 (at least 2 full pages) In <i>Bedford</i>, read sections 19 & 20 (fragments, run-ons, etc)</p>	<p>Feb 25 In <i>Listening</i>, read & annotate Rachel Carson's "The Human Price" (pp. 113-122). Read Richard Nelson's "Oil & Ethics: Adrift on Troubled Waters" (located on Canvas).</p>	<p>Also for Thu (2/25): In <i>Bedford</i>, review section 50 (Thinking like a researcher; gathering sources) & section 51 (Managing information; taking notes responsibly).</p>
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<p>Week 7 Mar 01 Read & annotate "Philosophical and Unphilosophical Minds: Philosophy as a Mode of Thinking and a Framework for Thinking" (located on Canvas). Final Draft of Essay #1 (in working portfolio) due.</p>	<p>Mar 03 In <i>Listening</i>, read & annotate Terry Tempest Williams' "The Clan of One-Breasted Women" (pp. 122-30). Read & annotate Joy Williams' "Save the Whales, Screw the Shrimp" (located on Canvas).</p>
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<p>Week 8 Mar 08 Library Workshop in LRC 103. Do not come to our classroom today. Ruth Moon will present on the research process and recommended sources for college level research papers. Bring electronic copy of DD materials to work on after the presentation.</p>	<p>Mar 10 Discovery Draft due (15 pts.) Bring two copies. Bring <i>Listening</i> and/or one of our readings from Canvas to class today. In <i>Reason</i>, read Ch. 6 "Giving Reasons" (79-98) & Ch. 7 "Developing Structures" (101-115).</p>
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Week 3/14-3/18 is Spring Break

Week 3/14-3/18 Spring Break

Week 9 Mar 22
In *Listening*, read & annotate Michael Pollan's "Behind the Organic-Industrial Complex" (pp. 130-149).

Mar 24
 Read & annotate Michael Pollan's "An Animal's Place" (located on Canvas).

Week 10 Mar 29
Bring current draft of Essay #2 (two copies) to class.
Bring copies of two sources to class
In *Bedford*, review section 55 (integrating sources).

Mar 31
 Peer Review: Bring a copy of current draft Essay #2 (3 pages).
 Bring *Bedford* to today's class.
 Read & annotate Wendell Berry's "The Pleasures of Eating" (located on Canvas).

Week 11 Apr 05
Final Draft of Essay #2 (in working portfolio) due.
Read & annotate Quammen's "The White Tigers of Cincinnati: A Strabismic View of Zookeeping" (located on Canvas).
Intro to Essay #3

Apr 07
 Read & annotate "No Rms. Jungle Vu" by Melissa Greene (located on Canvas). Note: There is a page missing from the above article (pg. 71) that you'll also find on Canvas.

In addition, please bring your copy of "The White Tigers of Cincinnati" to today's class as well.

Week 12 Apr 12
Inquiry & Research day: NO CLASS

Apr 14
 In-Class Write #2: Quammen's "The White Tigers of Cincinnati"

Week 13 Apr 19
Research & Writing Workshop in LRC 103. Do not come to our classroom today. We will meet at the beginning of class in LRC 103.
Access to electronic copy of essay materials needed.
Read & annotate Quammen's "The Face of a Spider" (located on Canvas). Be prepared to spend time & write on Quammen's essay while we are in the computer lab today.

Apr 21
 Read & annotate Peter Kahn's "The Human Relation with Nature & Technological Nature" (located on Canvas).

In *Listening*, read & annotate Edward O. Wilson's "The Environmental Ethic" (pp. 198-207).
 Discovery Draft for Essay #3 due.

Week 14 Apr 26
Current Draft of Essay #3 due (at

Apr 28
In-Class Write #3: Kahn's "The

least 4 pgs.) (2 copies).
 Bring copies of 2 sources you
 intend to use in your argument.
 In *Reason*, read Ch. 8 "Revising &
 Editing."
 In *Bedford*, review section 55
 (integrating sources).
 Be sure to bring these books to
 class today!

**Human Relation with Nature &
 Technological Nature"**

Week 15 May 03
Research & Writing Workshop
in LRC 103. Do not come to our
classroom today. We will meet
at the beginning of class in LRC
103. Access to electronic copy of
essay materials needed.

May 05
 Peer Review & Writing
 Conferences: Bring complete
 draft of Essay #3 (2 copies).
 Essay #2 Revisions due today
 Editing Workshop

Finals Week classes: Final Draft of Essay #3 (6-10 pgs.) due