

<b>Syllabus for Analytical Reading and Writing – Eureka Campus</b>		
<b>Semester &amp; Year</b>	Spring 2016	
<b>Course ID and Section #</b>	English 1A E9625	
<b>Instructor's Name</b>	Robyn Roberson	
<b>Day/Time</b>	T 3:15-5:20pm	
<b>Location</b>	HU 213	
<b>Number of Credits/Units</b>	4	
<b>Contact Information</b>	<i>Office location</i>	TBD
	<i>Office hours</i>	TBD
	<i>Phone number</i>	N/A
	<i>Email address</i>	Robyn-roberson@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	Sustainability
	<i>Author</i>	C.R. Weisser
	<i>ISBN</i>	978-4576-8376-3
Textbook		The Shape of Reason, 4 <sup>th</sup> edition
		John T. Gage
		0-321-32077-8
Textbook		The Bedford Handbook, 9 <sup>th</sup> edition
		Hacker and Sommers
		978-1-4576-0802-5
<b>Course Description</b>		
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.		
<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>		
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.		
<b>Academic Support</b>		
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.		
<b>Academic Honesty</b>		

## Syllabus for Analytical Reading and Writing – Eureka Campus

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.

### **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

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“redwoods.edu.” Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions.

### English 1A-E9625-2016S Analytical Reading & Writing

THEME: SUSTAINABILITY

#### COURSE SYLLABUS

Robyn Roberson | College of the Redwoods | Section 039625 | Spring 2016

Classroom Hours | Tuesday 3:15 – 5:20 PM | Humanities 213

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

#### Contact Information

Email: [robyn-roberson@redwoods.edu](mailto:robyn-roberson@redwoods.edu)

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

Office Hours & Location: TBD

#### Required Texts/Materials

- 1) Texts, readings, and assignments posted to *Canvas*
- 2) Weisser, Christian R. *Sustainability*. Bedford/St.Martin's: Boston, 2015.
- 3) Gage, John T., *The Shape of Reason*, 4<sup>th</sup> edition.
- 4) *The Bedford Handbook*, 9<sup>th</sup> edition, ISBN 978-1-4576-0802-5
- 5) Access to college-level dictionary and college-level thesaurus
- 6) Access to computer, printer, internet, Canvas, and CR email account
- 7) A 3-ring binder, lined paper, pens, pencils, highlighters (several colors), post-it notes, stapler and staples
- 8) 1 folder for final Assessment Portfolio
- 9) A USB Flash Drive for storing/transporting electronic files and printing on campus
- 10) Adequate funds for printing assignments, readings, and essays when required

#### Course Learning Outcomes

Students successfully completing English 1A should demonstrate the following competencies:

- Analyze argumentative claims.
- Respond to arguments with persuasive critical essays.
- Locate, synthesize, and document sources for use in response to arguments.
- Revise and edit for sentence structure and mechanics.

#### Course Description

CR Catalogue: A transfer-level course in critical reading and reasoned writing. Students analyze issues and claims presented in visual, oral, or written arguments and write analytical and argumentative essays based on those issues. Research and source-based writing, employing correct MLA documentation, is required. *Prerequisite: ENGL 150* (or equivalent) with grade of “C” or better or appropriate reading and writing scores on the placement exam.

**Hybrid Course Description:** This section of English 1A combines on-campus community based learning with off-campus technology-based learning. The course includes face-to-face classroom instruction and activities; face-to-face individual conferences with the instructor; and online workshops, assignments, and discussion forums using the web-based instructional program CANVAS. To be successful in this course, students must be comfortable working in an online environment, organized and self-motivated enough to complete coursework on their own time and by deadline, and committed to attending and participating in face-to-face class sessions and individual conferences.

**Course Theme:**

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

**Face-to-Face Requirements (15%)**

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

**Virtual Class Requirements (65%)**

**Readings, responses & presentations (20%)**

The majority of these assignments will be responses to the essays posted in CANVAS and in Sustainability. Some of these assignments will be assigned a prompt that is submitted online for reading discussion (RD) where classmates will respond, while other assignments will focus on an author’s rhetorical strategies and will be submitted only to me as a rhetorical response (RR). Additionally, you will have reading quizzes (RQ) based on *Food Matters* essays, CANVAS readings, as well as *The Bedford Handbook* readings. Generally, these assignments will be worth 5 – 10 points. Finally, you will give an 8-10 minute presentation with visuals on your final research paper at the end of the semester.

**Writing: Essays and Working Portfolio (40%)**

Three formal essays will be assigned during the semester ranging from 1000 – 2000 words in length. Only the final draft will be submitted to me in class on the day it is due. Essay I is a personal narrative (10%); essay II is a researched argument on a sustainable topic of your choice (10%); essay III is a problem-solution argument regarding sustainability (10%). The final 5% corresponds with other miscellaneous writings.

To document your hard work and your developing writing skills, it is essential to keep all the work you produce, even false starts or drafts you might typically throw away. Save both electronic and paper copies of your work. The Working Portfolios are online folders (three) that include the writing process for each

essay (prewriting, outline, drafting, revisions) which must be uploaded to CANVAS where designated. Start a new file when you begin a new draft of a paper. The Working Portfolio serves to guarantee the intellectual integrity of your work by providing a record of your ideas, labor, and efforts developing each assignment specifically for this course. As such, the working portfolio can document and archive your developing writing process, which will be important when writing the cover letter for the final portfolio. The Working Portfolio can also safeguard you against charges of plagiarism.

**Grammar Workshops (5%)**

Students will use *The Bedford Handbook*, 9<sup>th</sup> edition and their own essays to complete a series of workshops designed to review basic mechanics, usage, grammar, and punctuation rules and conventions. Grammar Workshops (GWS) are usually worth between 10-20 points awarded upon completion.

**Assessment Portfolio Requirements (20%)**

In the last few weeks of the course, you will compile a final Assessment Portfolio (AP) of extensively revised final draft essays and a portfolio 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). The portfolio is worth 20% of the course grade and will be due during our scheduled final exam time. Students must be earning at least a C- (70%) in the course to submit an Assessment Portfolio.

**Course Letter Grades**

Course letter grades will be computed according to the weighted percentages for each grading category listed above and according to the total point percentage equivalents listed below. Students with a D+ (69.99 percent) or lower will receive a grade of “F” for the class and must reenroll in English 1A another semester in order to meet their Area A Written Communication requirement. Incompletes are never issued for this course.

Letter Grade	Equivalent Percentages	Grade Description
A	94 - 100	Excellent
A-	90 – 93.99	
B+	87 – 89.00	Good
B	83 – 86.99	
B-	80 – 82.99	
C+	77 – 79.99	Satisfactory
C	70 – 76.99	
D	60 – 69.99	Failure without Credit
F or NC	0 – 59.99	

**Extra Credit:** As per CR English Department policy, there is NO extra credit available in this course. Course grades are earned by attending class and conferences and completing required assignments.

**Course Policies**

**Academic Honesty**

Please review CRs statement on Academic Honesty on the first page of this syllabus ADD THIS INFO BACK. To discourage plagiarism, the CR English Department requires English 1A students to post all essays to **Turnitin.com** before they can receive credit. The process is simple and is completed through CANVAS. If tempted to plagiarize or cheat, or if confused about properly citing sources, please see me immediately so that we can work together to address these issues.

**Classroom Behavior**—(Called “NETIQUETTE” In Online Courses)

In order to create a positive and productive working environment, disruptive and disrespectful behavior will not be tolerated either in our physical classroom or our virtual one. In FTF classes, cell phones and other personal electronic devices are not allowed. Do not bring them to class unless they are turned off completely. If you must make a call, quietly leave the room. Texting is never appropriate during FTF classes. Laptops may not be open during FTF classes unless you have received permission from the instructor directly. Perhaps most importantly, in both FTF and online classes, students’ actions and words

should demonstrate respect and appreciation of diversity for the instructor as well as for their classmates. I expect you to keep your discussions and your posts polite with no foul language and no insults; I expressly prohibit aggression, harassment, bullying, etc., whether it's face-to-face or virtual, and I treat such as violations of the Student Code of Conduct. Anyone who disrupts the learning environment by acting inappropriately or unethically will be given one email warning. Any future disruptions will result in being kicked out of class and/or dropped from the course, and the case will formally be turned over to the college's Conduct Review Committee

### **Attendance**

Attendance is essential in a collaborative writing community operating in a hybrid environment. Because this class meets face-to-face only once per week, arriving late or leaving early is disruptive and interferes with my instruction and other classmates' learning and participation. If work, extracurricular activities, or personal schedules overlap or interfere with scheduled course dates and times, please take another section of English 1A.

Since regular attendance is a critical factor in student success, students at the College are expected to attend all sessions of each class in which they are enrolled. In general, absences may be considered excessive when the number of absences exceeds the total number of hours that the class meets during one week. For instance, our course meets one day per week for two hours; **any more than two absences for the semester is considered "excessive" and will result in no credit for this course.** Faculty may drop students for excessive absences through the end of the 10th week of the semester.

**First Week Attendance Policy:** Students who have been absent from a class session within the first week of instruction, without notifying the instructor before the absence, will be dropped from the course.

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

**Late Work:** No late assignments are accepted. Turn your work in on time (either posted to Canvas or brought into class) to receive credit. The following assignments are never accepted late: essay drafts, writing workshop drafts, peer response letters, reading responses, other miscellaneous writing, and quizzes.

### **PARTICIPATION AND PREPAREDNESS**

Participation and preparedness are essential in a hybrid course that requires both workshop-style class activities and significant online class participation. Please strictly observe the following course policies:

- Attend class and conferences regularly; arrive on time and remain for the entire session.
- Come to class and conference prepared with required texts, assignments, and materials.
- Fully and thoughtfully engage in class and online workshops, responses, and discussions.
- Log on to *CANVAS* regularly and complete assignments per instructions and by deadline.
- When requested, submit required hard copy assignments in class by deadline.

### **Campus Resources:**

**Academic Support Center (ASC):** The ASC, located in the Learning Resource Center (library), provides test proctoring and tutoring along with computers, printers, and quiet study rooms. Individualized writing consultations may be available to CR students as funding permits (<http://www.redwoods.edu/eureka/asc/tutoring.asp>).

**Disabled Student Programs and Services:** College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodations document to me as promptly as possible so that necessary arrangements can be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services at 476-4280 (<http://www.redwoods.edu/district/dsps/>).

**Learning Resource Center (LRC):** CR librarians are available for face-to-face consultation and assistance during regular library hours. Students may also seek assistance from a librarian online ([http://www.redwoods.edu/\\_webmaster/mail/askalibrarian.aspx](http://www.redwoods.edu/_webmaster/mail/askalibrarian.aspx)).

**Writing Center:** Enrolling in English 53 will allow you full access to the Writing Center, including assistance from English instructors and peer tutors, and use of internet, word-processing, and printing. See the Engl. 53 handout, available at the Writing Center, for more information. You will also have opportunities to meet with me, as well. I am in the WC on T/Th from 11:40-1:05pm.

### **Online Resources**

**CANVAS Tutorials:** The Distance Education division offers video tutorials to assist students unfamiliar with Canvas: [http://redwoods.edu/departments/distance/tutorials/#canvas\\_tutorials](http://redwoods.edu/departments/distance/tutorials/#canvas_tutorials).

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

**Technological Access and Assistance:** Computers, printers, scanners, and Internet access are available in the Academic Support Center and other locations within the Learning Resource Center, Writing Center, and several labs on the Eureka campus. For assistance with CANVAS or WebAdvisor, contact the Informational Technology Services (ITS) Help Desk at 476-4160 or email [its@redwoods.edu](mailto:its@redwoods.edu).

### ***EMERGENCY EVACUATION AND SAFE ZONES***

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room) and review <http://www.redwoods.edu/Safety/rave.asp> for information on campus Emergency Procedures. Be aware of all marked exits from our area and building. Know the routes from our classroom to the nearest exits. Once outside, move to the nearest evacuation point outside the building. Keep streets and walkways clear for emergency vehicles and personnel. Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (Be aware CR's lower parking lot and 101 frontage are within the Tsunami Zone).

**RAVE:** College of the Redwoods has implemented an emergency alert system. Everyone is entered already to receive a message at their CR email address. In the event of an emergency on campus, students can also elect to receive an alert through personal email, and/or phones at home, office, and cell. This emergency alert system will be available to all students, staff, and other interested parties. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the "Register" button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use only a CR email address as the primary Registration Email. CR email addresses end with "redwoods.edu." We will test the system each semester to be sure that you are getting alerts at all of your destinations. Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions.

### **Final Exam Policy**

Attendance and participation at the scheduled final exam period is mandatory. Students who fail to attend the final exam period and submit an Assessment Portfolio in person will receive a course grade of "F".

**Tuesday, May 10 | 3:15 – 5:15 PM | Location HU 213**

### **Final Note**

This syllabus is a fluid document and subject to change.

\*\* This is a fluid, living document. Due dates and activities are subject to change. Any changes will be announced in class and on Canvas.

<b>Dates</b>	<b>FTF Classes Tuesdays @ 3:15-5:20pm Humanities 213</b>	<b>Online Modules – Available Monday morning until the following Sunday at noon</b>
<b>Week 1</b> 1/18-24	Course Introduction Writing Workshop	Modules for Week 0 & Week 1: Text, Lecture, & Two Discussion Posts Critical Reading & Writing
<b>Week 2</b> 1/25-31	Syllabus Q&A Critical Reading Review Study group sign-ups <i>The Shape of Reason</i> Ch. 1&2 Writing Workshop	Module for Week 2: Text, Lecture, & Discussion Posts Writing Process & Invention
<b>Week 3</b> 2/1-7	Essay 1 draft 1 Peer response groups <i>The Shape of Reason</i> Ch. 3	Module for Week 3: Text, Lecture, & Discussion Posts Reliable Sources
<b>Week 4</b> 2/8-14	Meet in LRC103 Essay 1 draft 2 due (bring hard copy & post to Canvas) Writing Workshop <i>The Shape of Reason</i> Ch. 4 Research Techniques	Module for Week 4: Text, Lecture, & Discussion Posts Argument & Thesis
<b>Week 5</b> 2/15-21	Meet in LRC103 Research Techniques refined <i>The Shape of Reason</i> Ch. 5	Module for Week 5: Text, Lecture, & Discussion Posts Argument & Organization
<b>Week 6</b> 2/22-28	Essay 2 draft 1 Peer response groups <i>The Bedford Handbook</i> exercises	Module for Week 6: Text, Lecture, & Discussion Posts Annotated Sources
<b>Week 7</b> 2/29-3/6	Essay 2 draft 2 Peer response groups <i>The Bedford Handbook</i> exercises	Module for Week 7: Text, Lecture, & Discussion Posts Integrating Sources
<b>Week 8</b> 3/7-13	Essay 2 draft 3 due (bring hard copy & post to Canvas) <i>The Shape of Reason</i> Ch. 6	Module for Week 8: Text, Lecture, & Discussion Posts Integrating Sources
<b>Spring Break</b> <b>3/14-3/20</b>	***	***
<b>Week 9</b> 3/21-27	Meet in LRC103 <i>The Shape of Reason</i> Ch. 7 <i>The Bedford Handbook</i> exercises	Module for Week 9: Text, Lecture, & Discussion Posts Citing Sources
<b>Week 10</b> 3/28-4/3	<i>The Shape of Reason</i> Ch. 9 <i>The Bedford Handbook</i> exercises	Module for Week 10: Text, Lecture, & Discussion Posts Citing Sources
<b>Week 11</b> 4/4-10	Essay 3 draft 1 Peer response groups Writing Workshop	Module for Week 11: Text, Lecture, & Discussion Posts Introductions
<b>Week 12</b> 4/11-17	Essay 3 draft 2 Peer response groups	Module for Week 12: Text, Lecture, & Discussion Posts

	Writing Workshop	Conclusions
<b>Week 13</b> 4/18-24	Essay 3 draft 3 due (bring hard copy & post to Canvas) Revision Workshop <i>The Shape of Reason</i> Ch. 8	Module for Week 13: Text, Lecture, & Discussion Posts
<b>Week 14</b> 4/25-5/1	Revision Workshop	Module for Week 14: Text, Lecture, & Discussion Posts
<b>Week 15</b> 5/2-8	Revision Workshop Presentations	Module for Week 15: Text, Lecture, & Discussion Posts
<b>Week 16 – Finals Week Tuesday, May 10 3:15-5:15pm</b>	Final Portfolio Due Presentations	