

Syllabus for English 1-A Analytical Reading and Writing– Eureka Campus		
Semester & Year	Fall 2016	
Course ID and Section #	E0585/040583	
Instructor’s Name	Penelope Schwartz	
Day/Time	MWF 8:30 a.m. – 9:45 a.m.	
Location	Humanities 114	
Number of Credits/Units	4	
Contact Information	Office location	n/a
	Office hours	Conferences upon request
	Phone number	207-939-3098
	Email address	penelope-schwartz@redwoods.edu
REQUIRED Textbooks (3)	Title & Edition	<i>They Say/I Say with Readings</i> , 3rd edition
	Author	Gerald Graff, Cathy Birkenstein, Russel Durst
	Title & Edition	<i>The Bedford Reader</i> , 9 th edition
	Author	Diana Hacker, Nancy Sommers
	Title & Edition	<i>Between the World and Me</i>
	Author	Ta-Nehisi Coates
<p>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. Prerequisite: English 102 or English 150. Transfers to UC and CSU.</p>		
<p>Student Learning Outcomes (as described in course outline) :</p> <ol style="list-style-type: none"> 1. Analyze argumentative claims. 2. Respond to arguments with persuasive critical essays. 3. Locate, synthesize, and document sources for use in response to arguments. 4. Revise and edit for sentence structure and mechanics. 		
<p>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.</p>		
<p>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.</p>		

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.

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.

Need extra help?

Consider registering for Engl. 53B to get extra time and tutoring for your work in this course. This is a .5 or 1.0 credit course in the Writing Center.

ENGLISH 1A E0583/040583
M/W/F 8:30 a.m. – 9:45 a.m.
Humanities 114
Penelope Schwartz

Following are the course requirements, expectations, and Schedule. It is your responsibility to read the Syllabus/Schedule and to be familiar with its text: **everything you need to know is in the Syllabus/Schedule.** English 1A is an intensive reading and writing course. All readings and assignments are **due on the day indicated on the Schedule.** It is essential for you to read the material and to be prepared to discuss it **BEFORE** class. There is no playing catch-up in English 1A. You have to read the material as assigned and you have to be present for in-class discussion, lectures and exercises.

REQUIRED TEXTS:

- *They Say/I Say with Readings*, 3rd Edition. Gerald Graff, Cathy Birkenstein, Russel Durst.
- *The Bedford Handbook*, 9th Edition. Diana Hacker, Nancy Sommers.
- *Between the World and Me*, Ta-Nehisi Coates.

SUGGESTED TEXTS and MATERIALS:

- A good college-level dictionary.
- Roget's *Thesaurus*.
- A folder or binder to archive your written work (portfolio).

RULES FOR CLASSROOM BEHAVIOR:

- Turn off your cell phone in class.
- Put away your phone. No texting in class. If I see you with your phone out, you will need to put it on my desk until the end of class. Or leave.
- Please don't get up and leave class unless it is absolutely necessary. It is disruptive to both the class and to me.
- Please don't eat in class.
- Don't come strolling in late or leave early. Again, it is disruptive to all.
- Don't schedule appointments during class sessions.
- Don't tell me you don't know what's going on in class when the syllabus/schedule is already posted with all the details.

Take a moment to review the "Course Description" and "Student Learning Outcomes" on the first page of our Syllabus: That's what we'll be doing in English 1A: critical reading and reasoned writing to enable each of you to analyze argumentative claims, to respond to arguments with persuasive critical essays, to locate, synthesize, and document sources for use in response to arguments, and to revise and edit for sentence structure and mechanics. (The foregoing in addition to being essential information for this course is an example of "parallelism," a technique you should master for this class—*Bedford Handbook*, pp. 204-09. Just sayin'.) In English 1A, we will be working with linguistic "templates" or models to help you to structure and organize your responses to the readings. I'm here to guide you through that process.

And it is a process, which means a series of steps or actions to accumulatively achieve a goal. That's an important reason why you need to read the assigned material, come to class prepared to discuss it, and participate. When you miss this class, you miss a step; and while I'm here to lead you through the process, I'm not here to give you a hand up when you're behind. I'm sorry if that sounds harsh, but it is

the reality. I am here for you, I will make myself available in every way to you, but I only teach each class session once. So join me. As in all classes, we have a series of requirements to measure your progress through the process. Students will be required to read and to discuss readings throughout the semester, as well as to participate in a variety of writing assignments, class discussion and peer review. These are outlined below.

ESSAYS: The class is divided into four modules as indicated on the Schedule. For each of the modules we cover, you'll be assigned an essay, the length of which increases incrementally: Essay 1 = 2-3 pages; Essay 2 = 3-4 pages; Essay 3 = 4-5 pages. Early in the semester, I will divide the class into groups (5-6 students each). Your group will function as your **Draft Workshop Group** for peer review.

On Monday of the week in which each essay is due, we will have an in-class workshop where your essay will be read and critiqued by your group. You will then have an opportunity to revise your essay in class on Wednesday. Your final essay will be due on Friday. **You must bring a typed draft to class for peer review and critique; any student who does not participate in the draft workshop will be subject to a 25-point grade reduction on the final essay. It is your responsibility to bring in enough copies for your workshop group.**

Your **fourth essay** for this class will be the **Research Paper**, 6-8 pages, plus a bibliography. You will have a Draft Workshop and the opportunity to revise your paper prior to the final date due. As above, you must bring typed drafts for your group. Following this, you will then turn your **revised draft** into me. I will provide you with my critique for your final revision.

We will be working with Templates in the composition of these essays, as outlined in your Graff text. **These essays will include an introduction with a thesis at its end, body paragraphs governed by topic sentences, and a conclusion. Thesis sentences and templates must be underlined. Essays must be clearly marked DRAFT or FINAL with the date each is due** (not the date you wrote it). Please save all work that goes into your papers! While a portfolio is not a requirement in this class, I strongly urge you to keep one. There will be times when I will want to look over your progress (i.e., final essays + drafts); and there may be times when you will need to show me your work if your grade has not been recorded accurately.

All papers and all drafts must be typed. The format will always be the same: a legible 12' font double-spaced with 1" margins all around, paginated; MLA format as described in the *Bedford Handbook*. **Please note that you must turn in your DRAFT essay along with your FINAL essay to me on the dates indicated, each labeled.**

Please note that in formatting your essays, utilize SIMPLE double-spacing throughout. That means you do NOT double/double space between your title and first paragraph, nor between subsequent paragraphs. When I assign a specific number of pages for an essay, I want the text to start NO FURTHER than a quarter of a page down on the first page. Failure to follow these instructions will result in a reduction of your final essay grade. Essay grade rubrics may be found on Canvas.

IN-CLASS WRITING: Always come to class with materials and prepared to write. You may not make up an in-class writing assignment if you miss one.

TURNITIN.com: The English Department requires all English 1A students to submit their essays to Turnitin.com, which scans them for previously written or published material. **Please note that failure to turn your work into Turnitin will result in a 10-point grade reduction on the final essay or research paper.** I will review all apparent cases of academic dishonesty with the student and, if necessary, the appropriate administrative officials. Using another person's written work or ideas without proper attribution will result in a failing grade on the assignment and, possibly, an F in the course and academic probation.

PLAGIARISM: If you copy someone else's work, you will automatically fail the course. In addition, we will be using Turnitin (as noted above) for submitting an electronic copy of every paper to ensure original work.

TESTS and QUIZZES: There will be a **Mid-Term Test**; however, there will not be a final exam in this class. Unless you notify me in advance and have a valid, **written** excuse, you may **not** make-up the Mid-Term Test. There will be five (5) unannounced quizzes throughout the semester. **You may not make up quizzes missed.**

LATE POLICY: All work must be submitted on the assigned date. I will only accept a late assignment without penalty if you have **written** medical, legal, or athletic documentation. Missed quizzes and in-class writing assignments may not be made up. Late work without an excuse will receive an automatic 10-point grade reduction for each class period missed.

PARTICIPATION/ATTENDANCE: Active participation in class is required throughout the semester. You should come to each class meeting with at least one question or observation about the reading assignments; furthermore, you should be prepared to engage with one another's ideas about the readings. In the event that you do miss class, you are responsible for checking with your classmates to determine what concepts, issues and material I discussed during your absence. Please note that a significant portion of the course content will only be available in class lectures, presentation and discussions, and that your knowledge of this material will be assessed throughout the semester.

The English Department Attendance Policy is that 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 three times a week, students should not exceed 6 absences for the semester. If a student exceeds the limit on absences before Week 11 of the semester, the 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.

I strongly discourage your coming more than 10 minutes late or leaving more than 10 minutes early without clearing it with me. Such practices are disruptive for everyone. If you do come late or leave early (more than 10 minutes), that will count as ½ an absence.

GRADES: I use a system of points in this class. You have the opportunity to earn up to 1000 points, which then correspond to your final letter grade (by dropping the last zero). This is transferable to CR's grading policy. A = 93-100; A- = 90-92; B+ = 89-87; B = 86-83; B- = 82-80; C+ = 79-77; C = 76-70; D+ = 69-67; D = 66-60; F = 59-0). Your grades will be posted to Canvas.

Essay 1	=	50 points	Mid-Term Test	=	100 points
Essay 2	=	75 points	Quizzes (5)	=	100 points
Essay 3	=	100 points	Homework (6)	=	90 points
Research Paper	=	200 points	Participation	=	<u>135 points</u>
In-Class Writing (6)	=	150 points	TOTAL	=	1000 points

EXTRA CREDIT: The English Department at College of the Redwoods mandates that no “extra credit” be awarded in English courses. If you are concerned about maximizing your points earned this semester, I heartily encourage you to give your best effort in each assignment and to be willing to revise your essays in response to feedback from your peers and instructor (and tutors in the Writing Center).

RESOURCES: English 1A is an intensive writing class. While we will be looking at grammar and composition in this class, this will primarily be review as we assume you demonstrated mastery of these skills if you met the prerequisites. However, I urge you to make use of the Writing Center from the beginning of the semester if you need to strengthen your writing skills (see “Need Help?” at the bottom of page 2 in our Syllabus). You will also need to do outside research for this class, particularly in regard to the research paper. On October 12th, the class will meet in the LRC for an overview of resources—especially search engines such as EBSCO-HOST—necessary to your requirements. You should get in the habit of using the LRC to bolster and strengthen your argumentative writing. The staff there is accessible and helpful.

This semester, the LRC Reference Desk will be staffed by faculty during the following hours:

Monday/Wednesday	9:00 – 4:00 pm
Tuesday/Thursday	9:30 – 6:30 pm
Fridays	12:30 – 4:00 pm

NEW PROGRAM ALERT! The CR Eureka campus has a new support program for eligible students called the *TRIO Student Success Program*. You will get a personal advisor to help you plan and earn a certificate or degree, or transfer to a 4-year university. The program also provides help with financial aid processes, scholarships and forms, tutoring for difficult classes, workshops on study skills, careers, and money management, a yearly university tour, and Club TRIO for social and cultural activities. Please visit our website for eligibility requirements and an application at www.redwoods.edu/trio or call Director, Brady Reed, at (707) 476-4303 for more information.

ABOUT THE INSTRUCTOR: In writing classes, we all learn a great deal about each other. If you’ve made it this far in the Syllabus, you deserve to know something about me. I was born and grew up in Michigan, but lived the last forty years of my life in the state of Maine. I moved to California in 2014. I’ve been the director of an academic journals publishing company, a blue-water sailor, a litigation paralegal, tree farmer, wife, mother and grandmother. I have a BA in English Language and Literature from the University of Michigan and an MFA in Creative Writing from the University of Southern Maine. I’ve published four books of nonfiction and numerous essays in journals, newspapers and anthologies. I taught nonfiction writing and literature for many years at the University of Maine and at Southern Maine Community College. I hope to share my experience and expertise with you in our class, and look forward to it.

COURSE SCHEDULE

Note: if changes are required, you will receive sufficient notice. Please be sure to check your email daily and the Course Schedule online on Canvas. All readings should be completed BEFORE class on the day listed; you should be prepared to write during every class session. Please bring the appropriate text to class. Unless otherwise indicated, all readings/assignments are from our REQUIRED texts, as indicated: “Graff” for *They Say/I Say*; “BH” for *Bedford Handbook*; “Coates” for *Between the World and Me*.

Module 1: Getting Started

Week 1 08-29-16 - 09-02-16

Mon: Course introduction. Syllabus/Schedule.

Wed: BH: “Reading and Writing Critically,” pp. 109-21.

Fri: BH: “Grammatical Sentences,” pp. 277-338. Ex. 19-1, p. 285. Ex. 20-1, p. 293. Ex. 22-1, p. 312. Ex. 23-1, p. 318. Ex. 24-1, p. 324-25.

Week 2 09-05-16 – 09-09-16

Mon: NO CLASS LABOR DAY

Wed: Graff: One: “They Say, Starting with What Others Are Saying,” pp. 19-28.
Ex. 2, p. 29.

Fri: Graff: Two: “Her Point Is, The Art of Summarizing,” pp. 30-41. Ex. 2, p. 41.

Week 3 09-12-16 – 09-16-16

Mon: Graff: Three: “As He Himself Puts It, The Art of Quoting,” pp. 42-50.

Wed: Graff: Four: “Yes/No/Okay/But, Three Ways to Respond,” pp. 55-67.

Fri: Graff: Five: “And Yet, Distinguishing What You Say from What They Say,” pp. 68-75. Ex. 1, p. 76-76.

Week 4 09-19-16 - 09-23-16

Mon: Graff: Seven: “So What? Who Cares? Saying Why It Matters,” pp. 92-100.

Wed: Graff: Eight: “As A Result,” Connecting the Parts,” pp. 105-118. Ex. 1, pp. 119-20.

Fri: BH: “Clear Sentences,” pp. 199-250. Ex. 8-1, pp. 203-4. Ex. 9-1, p. 209. Ex. 11-1, pp. 217-18. Ex. 12-1, p. 222. Ex. 12-6, pp. 225-26. Ex. 13-3, pp. 228-29. Ex. 15-1, pp. 249-50.

Week 5 **09-26-16 – 09-30-16**

Mon: Module 1 Review and Consideration.

Wed: BH: “The Writing Process,” pp. 9-87.

Fri: Continue “The Writing Process.”

Week 6 **10-03-16 – 10-07-16**

Mon: Essay 1 Draft Workshop.

Wed: Graff: Eleven. “He [Says] Contends,” Using the Templates to Revise,” pp. 139-159. BRING YOUR DRAFT ESSAY 1 TO CLASS.

Fri: FINAL ESSAY 1 DUE.

Week 7 **10-10-16 – 10-14-16**

Mon: Mid-term review. Discussion of 2nd half of semester.

Wed: Class meets in LRC Room 103 for library orientation.

Fri: **NO CLASS**

Module 2: The Readings
“Is College the Best Option?”

Week 8 **10-17-16 – 10-21-16**

Mon: MID-TERM EXAM.

Wed: Graff: “Should Everyone Go to College?” Stephanie Owen and Isabel Sawhill, pp. 208-225. Joining the Conversation, pp. 224-25.
“Two Years Are Better than Four,” Liz Addison, pp. 255-58. Joining the Conversation, p. 258.

Fri: Graff: “Colleges Prepare People for Life,” Freeman Hrabowski, pp. 259-62. Joining the Conversation, p. 262-3.

Module 2 Review and Consideration.

Week 9 **10-24-16** **10-28-16**

Mon: Essay 2 Draft Workshop.

Wed: Graff: Eleven. “He [Says] Contends,” Using the Templates to Revise,” pp. 139-159. BRING YOUR DRAFT ESSAY 2 TO CLASS.

Fri: FINAL ESSAY 2 DUE

Module 3: The Readings
“What’s Up with the American Dream?”

Week 10 10-31-16 11-04-16

Mon: Graff: “Inequality Has Been Going on Forever...but That Doesn’t Mean It’s Inevitable,” David Leonardt, pp. 542-47. Joining the Conversation pp. 547-48.
“The American Dream: Dead, Alive, or on Hold?” Brandon King, pp. 610-16. Joining the Conversation, pp. 616-17.

Wed: Graff: “Confronting Inequality,” Paul Krugman, pp. 561-78. Joining the Conversation, pp. 579-80.

Fri: Module 3 Review and Consideration.

Week 11 11-07-16 11-11-16

Mon: NO CLASS VETERAN’S DAY

Wed: Essay 3 Draft Workshop.

Fri: Graff: Eleven. “He [Says] Contends,” Using the Templates to Revise,” pp. 139-159. BRING YOUR DRAFT ESSAY 3 TO CLASS.

Week 12 11-14-16 11-18-16

Mon: FINAL ESSAY 3 DUE.

Module 4: Race in America
Between the World and Me
Ta-Nehisi Coates

Wed: Coates.

Fri: Coates.

Week 13 11-21-16 11-25-16

Mon: Module 4 Review and Consideration.

Wed: Individual Conferences.

Fri: NO CLASS THANKSGIVING BREAK

Week 14 11-28-16 12-02-16

Mon: BH: “Writing MLA Papers,” pp. 556-80.

Wed: BH: Continue MLA.

Fri: Essay 4 Draft Workshop.

Week 15 12-05-16 12-09-16 FINAL WEEK OF CLASSES

Mon: Revision workshop.

Wed: Revised draft to instructor.

Fri: Final revision workshop.

Week 16 12-11-16 12-16-16 FINAL EXAMS WEEK

Mon: 10:45 a.m. – 12:45 p.m. FINAL ESSAY 4 DUE.