

Syllabus for Analytical Reading and Writing- – Eureka Campus		
Semester & Year	Fall 2016	
Course ID and Section #	Engl 1A-E0584	
Instructor's Name	Deborah Gerth	
Day/Time	M/W/F 10:05-11:20 AM	
Location	HU 114	
Number of Credits/Units	4	
Contact Information	<i>"Office" location</i>	LRC corridor
	<i>Conference hours</i>	M/W 12:30-1:00 PM
	<i>Phone number</i>	None
	<i>Email address</i>	deborah-gerth@redwoods.edu
Textbook Information	<i>Title & Edition</i>	<i>So What? The Writer's Argument</i>
	<i>Author</i>	Schick and Schubert
	<i>ISBN</i>	978-0-19-994907-6
	<i>Title & Edition</i>	<i>Little Seagull Handbook w/Ex, 2nd ed</i>
	<i>Author</i>	Bullock, Brody, and Weinberg
	<i>ISBN</i>	978-0-393-60783-3
	<i>Title & Edition</i>	<i>Evicted</i>
	<i>Author</i>	Matthew Desmond
<i>ISBN</i>	978-0-553-44743-9	
Course Description		
<p>A transfer-level course in critical reading and reasoned writing. Students analyze issues and claims presented in visual, oral, or written arguments and write analytical and argumentative essays based on those issues. Research and source-based writing, employing correct MLA documentation, is required; minimum 6,000 words formal writing.</p>		
Student Learning Outcomes		
<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. 		
Our Purpose		
<p>One way to think of English 1A is "freshman comp"—that course you have to take no matter what. A <i>better</i> way to think of our course is as a training course—an apprenticeship—in how to think and communicate in the college community. We will try to make college reading and writing less mysterious so you can take your place in the college world with confidence. Success in English 1A will help you succeed in all your other college courses. It will also help you be a more powerful voice for the other issues and communities that are important in your "real life."</p>		
What You Need to Succeed		
<ul style="list-style-type: none"> <input type="checkbox"/> The 3 textbooks listed above <input type="checkbox"/> A binder with dividers and paper to keep your work organized <input type="checkbox"/> Several file folders <input type="checkbox"/> Pencil and highlighter <input type="checkbox"/> Access to word processing software like Microsoft Office, OpenOffice or LibreOffice 		

Syllabus for Analytical Reading and Writing- – Eureka Campus

- Regular access to the internet and Canvas, either at home or on campus
- Access and funds to print documents from Canvas (some of our readings will be posted there)
- Engagement, effort, and persistence. If you “buy in” to the course, work hard on the assignments, and work through the obstacles instead of giving up, you will succeed. It’s really that simple—the skills we are learning may be difficult, but they are in fact *learnable* skills, not mysterious talents possessed only by a lucky few. With hard work, you can do this.

Grading

Your grade will be posted on Canvas. Please check it often to avoid surprises and errors; talk with me right away if you have a concern about your grade or believe I’ve made a mistake.

A (90-100%)

B (80-89%)

C (70-79%)

D (60-69%)

F (0-59%)

There are no pluses or minuses. There is no extra credit.

Participation, Preparation, and Engagement—15%

You will receive points for each class meeting: 0 points if you’re absent, 1 point if you’re present for part of the class but not all (tardy, leaving early, etc.), 2 points if you’re present for all of the class, and 3 points if you are completely present, prepared with materials and assignments, and fully engaged in the class activities. (If you do the math you’ll see that just showing up every day as a body in a chair can only earn you a D in this category.)

Reading Response, Exploration, Discussion, Reflection, and Quiz Papers—20%

These papers will be frequent, and some will be in the form of in-class writing or online discussion assignments on Canvas. They will help you understand the readings and serve as preparation for the major essays.

Formal Essays—50%

You will prepare three formal essays in MLA format. Essay 2 will be a researched argument essay of at least 2,000 words. Drafts are required for all essays, and the “workshopped” draft is part of your essay grade. Late drafts cannot be made up.

Final Portfolio—15%

For the portfolio you will select some of your previous work, revise it again, and present it as your best, showing what you’ve accomplished during the course. The portfolio is your apprenticeship project, demonstrating you have learned the course content and are ready to become a journeyman scholar.

Attendance

We do not waste class time—every minute is focused on building your critical reading and writing skills. So you are expected to attend all sessions of each class on time. According to English Department policy, you may not miss more than six class sessions. Only absences for official college activities are considered excused. See me right away if you expect to be absent; I can often assist you if attendance is becoming an issue, but you must communicate with me to get that support. If you exceed 6 absences before Week 11, you may be dropped from the course without notice, so communication is essential.

Syllabus for Analytical Reading and Writing- – Eureka Campus

Late Work

In English 1A I plan your assignments carefully to build your skills one step at a time. This means you need to follow the class schedule with on-time assignments, and I would do you no favors by allowing you to fall behind with late work. For this reason I will not accept your late work unless it is submitted with a late pass within 24 hours of the due date. I give you 3 late-work passes for the semester—use them wisely. Late passes cannot be used for essay drafts.

Learning Environment

Every student is entitled to a learning environment that is positive, safe, and engaging. Every student is also responsible to help create that positive environment. You will do that by arriving on time, being prepared with books and homework assignments, staying on-task (including putting away electronic devices and food), ALWAYS treating other students with respect, and *faking* a positive attitude on the days you don't really have one. Students who disrupt teaching and learning will leave the classroom.

Need extra help?

Consider registering for Engl. 53A 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, and for a small financial investment you gain access to help from well-trained tutors and English instructors. If you know you struggle with reading or with standard English grammar and mechanics, I recommend STRONGLY that you take 53A.

Tutoring is also available in the Academic Support Center. I am also available during my conference hours to talk about your work and trouble-shoot problems.

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:

Syllabus for Analytical Reading and Writing- – Eureka Campus

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.

College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.

Schedule for English 1A

Fall 2016

Not all assignments are listed here, only major papers. The syllabus and schedule are subject to change.

Weeks	Key Concepts and Learning	Readings
Week 1 8/29	<ul style="list-style-type: none"> · introductions · discourse communities · reading strategies · personal reflection paper 	<ul style="list-style-type: none"> · Barton: "Discourse Communities" · Lake: "An Indian Father's Plea" · <i>So What</i> 1-5, 12-14
Weeks 2-5 9/5 – 9/30	<ul style="list-style-type: none"> · more reading strategies · writing process · paraphrase · summary · citation/signal phrases · argument · thesis · response paper · rhetorical analysis paper 	<ul style="list-style-type: none"> · <i>Evicted</i> Prologue through Ch. 10 · <i>So What</i> 14-24 · <i>So What</i> 50-56 · <i>So What</i> 56-64 · <i>So What</i> 26-34 · <i>So What</i> 6-12 · <i>So What</i> 35-44 · <i>So What</i> 195-99 · <i>So What</i> 101-21 · other readings as assigned
Essay 1 draft due Sept. 26; final draft due Oct. 3		
Weeks 6-11 10/3 – 11/11	<ul style="list-style-type: none"> · inquiry-based research · academic integrity · academic sources · organization · support · rhetorical analysis paper · research proposal · annotated bibliography 	<ul style="list-style-type: none"> · <i>Evicted</i> Ch. 11-20 · <i>So What</i> 79-100 · <i>So What</i> 189-94 · <i>So What</i> 124-43 · <i>So What</i> 163-86 · <i>So What</i> 200-09 · <i>So What</i> 91-96 · other readings for research
Essay 2 (research essay) draft due Oct. 28; final draft due Nov. 9		
Weeks 12-15 11/14 – 12/9	<ul style="list-style-type: none"> · style and editing · response paper · rhetorical analysis paper · portfolio 	<ul style="list-style-type: none"> · <i>Evicted</i> Ch. 21-Epilogue · <i>So What</i> 211-39 · other readings as assigned
Essay 3 draft due Dec. 2; final draft due Dec. 7		
Final Portfolio due _____		