

Syllabus for: Analytical Reading and Writing

Semester & Year:	Fall 2016
Course ID and Section Number:	English 1A E0595
Number of Credits/Units:	4
Day/Time:	Tuesday/Thursday 2:50-4:55pm
Location:	HU 114
Instructor's Name:	Roberson
Contact Information:	Office location and hours: TBA Email: robyn-roberson@redwoods.edu
Course Description (catalog description as described in course outline): 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. <i>Prerequisite:</i> ENGL 150.	
Student Learning Outcomes (as described in course outline) : <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.	
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 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.	
Academic Misconduct: Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course. The student code of conduct is available on the College of the Redwoods website at: http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.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 homepage.	
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.	

Fall 2016 College of the Redwoods

English 1A: Analytical Reading and Writing

Humans and the Environment Theme

Classroom: HU114

TTh 2:50-4:55pm

#040595

Instructor: Robyn Roberson

E-Mail: robyn-roberson@redwoods.edu

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.
4. Revise and edit for sentence structure and mechanics.

Required Texts & Materials:

- 1) Texts, readings, and assignments posted to *Canvas*

- 2) *Listening to Earth*. Christopher Hallowell & Walter Levy
- 3) *The Shape of Reason*, 4th edition. John T. Gage
- 4) *A Pocket Style Manual*, 7th edition, Diana Hacker and Nancy Sommers
- 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) 2 folders for essay drafts and the 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

Classmate Contact Information:

Name: _____ Contact Info: _____

Name: _____ Contact Info: _____

Course Theme:

Welcome to English 1A! In this course, we will focus on analyzing issues and claims regarding the environment and 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, you will read a significant number of essays both online and in the required text.

Shared Responsibilities

This class will use a workshop and discussion format. My goal is to create with you a productive and challenging classroom in which we will work together to improve both reading and writing skills. The class will require your full participation and attention. Because much of our work will

be collaborative in nature, students and instructor share responsibility for productive classroom time.

Student Responsibilities

- First: be active, not passive. I am not a banker, depositing information and skills into your heads; you must invest time and effort or your gains will be few.
- Foster a sense of academic excellence in yourself and in the classroom environment. This means taking the work seriously and coming to class having read assigned material with questions and comments on it. It also means giving your full attention to classmates' papers during peer reviews, responding with interest to classmates when they speak about a writing project or an assigned reading.
- Keep up! Students who fall behind have a great deal of trouble catching up, especially when late assignments are not accepted. There isn't a slow time in English 1A: it starts heavy and ends heavy. Expect to read around 50 pages per week. The last day to drop this class with a **W** is Friday, November 4. If you do not have a C (70%) by this time, you will be dropped from this course. I will update your grade in Canvas every two weeks.

Course Requirements

The general rule for college classes is that for every hour spent in class, students should expect to spend a minimum of 2-3 hours working outside of class. For this 4-hour per week class, expect to spend at least 8-12 additional hours reading and writing to earn an average grade, depending on your entering skill level. Earning excellent grades will require investing more time and effort than the expected minimum.

COURSEWORK

Class Participation (10%)

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. When directed, essays and assigned readings must be printed in hard copy form and brought to class and conference to participate in workshops and activities. Failure to bring printed documents and other required texts and materials will negatively affect participation. Lack of participation (oral and journal writings) or inappropriate behavior during class and conference will negatively affect this portion of the overall grade. Absences, tardies,

and leaving class early will negatively affect the grade, as well. *Missed class sessions, conferences, and in-class work may not be made-up.*

To be successful in this area requires actively participating in class discussions, taking notes when appropriate, being responsible and reliable with group work, and arriving prepared for class consistently.

Informal Writing (30%)

The majority of these assignments will be responses to the essays posted in *CANVAS* and in *Listening to Earth*. Some of these assignments will be assigned a prompt, while other assignments will focus on an author's rhetorical strategies (RR). Additionally, you will have reading quizzes (RQ) based on *Listening to Earth* essays, *The Shape of Reason* readings, and *CANVAS* readings. Generally, these assignments will be worth 5 – 10 points.

Writing: Essays and Working Portfolio (35%)

Three formal essays will be assigned during the semester ranging from 1500 – 4000 words in length. The final draft with all notes will be submitted to me in class on the day it is due. Essay I is an environmental narrative (10%); essay II is a researched argument on the environment and/or ethics (10%); essay III is a problem-solution argument regarding sustainability (10%). The final essay (5%) will be written in-class and can also be revised and used in the final portfolio. 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. Each step will accrue points. 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 *A Pocket Style Manual*, 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 10 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 3-4 revised pieces of writing and a reflective 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). This final portfolio must contain a minimum of 13 pages of revised writing (including the cover letter). 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

Plagiarism, cheating, abuse of resource materials, multiple submissions, complicity in academic misconduct and/or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an “F” in the course. The student code of conduct is available on the College of the Redwoods website at:

<http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf>

To discourage plagiarism, the CR English Department requires English 1A students to post all essays to **Turnitin.com** before they can receive credit, so all essays must be submitted to Canvas where this process is automatically completed. 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.

Student Conduct in the classroom and online

Disruptive and/or disrespectful behavior will not be tolerated. I expect your actions and words to demonstrate respect for me and for your classmates. Anyone who disrupts the learning environment by acting inappropriately or unethically will be evicted. Serious misconduct may result in suspension from class (for more information, consult the “Student code of Conduct” in the CR catalog). Please adhere to the policies listed:

- Always maintain tolerance, respect, and appropriate social behavior in class and on-line
- Turn off and store cell phones, MP3 players, and laptops unless approved for class use.
- Refrain from texting or accessing personal email and social networking sites during class.

Attendance

Attendance is essential in a collaborative writing community. Arriving late or leaving early is disruptive and interferes with my instruction and other classmates’ learning and participation, so 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 two days per week for four hours; **any more than four 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.

To have an excused absence, you must provide an emergency room notice, an accident report, or an excused athletic absence for an away game. Doctor’s visits during class time do NOT count as an excused absence. Plan your appointments when you are not in class.

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.

Participation and Preparedness

Participation and preparedness are essential in this course that requires both workshop-style class activities and some 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).

Writing Center: Enrolling in English 52 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. 52 handout, available at the Writing Center, for more information.

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.

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.

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 www.redwoods.edu/safety.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).

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, December 13 | 3:15 – 5:15 PM | Location HU 114

Final Note

This syllabus is a fluid document and subject to change.

Dates	Classes	
	Tuesdays	Thursdays
Week 1 8/30-9/1	In Class: Introduction Writing activity After Class: Buy <i>Listening to the Earth</i> , <i>The Shape of Reason</i> , <i>A Pocket Style Manual</i> w/2016 MLA update	<i>Listening to the Earth</i> reading; <i>The Shape of Reason</i> (TSR) Ch. 1 & 2 In Class: Syllabus Q & A; reading discussion
Week 2 9/6-8	<i>Listening to the Earth</i> reading Writing Workshop	<i>Listening to the Earth</i> reading Writing Process & Invention
Week 3 9/13-15	Essay 1 draft 1 Peer response groups Narration <i>The Shape of Reason</i> Ch. 3	<i>Listening to the Earth</i> reading Rhetorical Response 1 Reliable Sources
Week 4 9/20-22	Meet in LRC103 Essay 1 draft 2 due (bring hard copy & post to Canvas)	<i>LTE</i> reading RR 2 Argument & Thesis

	<p>Writing Workshop</p> <p><i>The Shape of Reason</i> Ch. 4</p> <p>Research Techniques</p>	
<p>Week 5</p> <p>9/27-29</p>	<p>Meet in LRC103</p> <p>Research Techniques refined</p> <p><i>The Shape of Reason</i> Ch. 5</p>	<p>LTE reading</p> <p>RR3</p> <p>Argument & Organization</p>
<p>Week 6</p> <p>10/4-6</p>	<p>Essay 2 draft 1</p> <p>Peer response groups</p> <p><i>The Pocket Style Manual</i> exercises</p>	<p>LTE reading</p> <p>RR4</p> <p>Annotated Sources</p>
<p>Week 7</p> <p>10/11-13</p>	<p>Essay 2 draft 2</p> <p>Peer response groups</p> <p><i>The Pocket Style Manual</i> exercises</p>	<p>LTE reading</p> <p>RR5</p> <p>Integrating Sources</p>
<p>Week 8</p> <p>10/18-20</p>	<p>Essay 2 draft 3 due (bring hard copy & post to Canvas)</p> <p><i>The Shape of Reason</i> Ch. 6</p>	<p><i>Sustainability</i> reading (on Canvas)</p> <p>RR6</p> <p>Integrating Sources</p>
<p>Week 9</p> <p>10/25-27</p>	<p>Meet in LRC103</p> <p><i>The Shape of Reason</i> Ch. 7</p> <p><i>The Pocket Style Manual</i> exercises</p>	<p><i>Sustainability</i> reading (on Canvas)</p> <p>RR7</p> <p>Citing Sources</p>
<p>Week 10</p> <p>11/1-3</p>	<p><i>The Shape of Reason</i> Ch. 9</p> <p><i>The Pocket Style Manual</i> exercises</p>	<p><i>Sustainability</i> reading (on Canvas)</p> <p>RR8</p> <p>Citing Sources</p>
<p>Week 11</p>	<p>Essay 3 draft 1</p>	<p><i>Sustainability</i> reading (on Canvas)</p>

11/8-10	Peer response groups Writing Workshop	RR9 Introductions
Week 12 11/15-17	Essay 3 draft 2 Peer response groups Writing Workshop	<i>Sustainability</i> reading (on Canvas) RR10 Conclusions
Week 13 11/22	Essay 3 draft 3 due (bring hard copy & post to Canvas) Revision Workshop <i>The Shape of Reason</i> Ch. 8	Research Presentations; Discussion Posts
Week 14 11/29-12/1	Revision Workshop	Research Presentations; Discussion Posts
Week 15 12/6-8	Revision Workshop Presentations	Research Presentations; Discussion Posts
Week 16 – Finals Week Tuesday, December 13 3:15-5:15pm	Final Portfolio Due Presentations	