

Syllabus for ENGL-1A-KT0789-F2016: Analytical Reading and Writing		
Semester & Year	Fall 2016	
Course ID and Section	ENGL-1A-KT0789-F2016	
Instructor's Name	Elizabeth Carlyle	
Day/Time	Mondays 3:00-5:05PM/online	
Location	Room 1	
Number of Units/Credits	4.0	
Contact Information	<i>Office location</i>	TBD
	<i>Office hours</i>	By appointment
	<i>Email address</i>	Elizabeth-carlyle@redwoods.edu
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.</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. 		
Special Accommodations		
<p>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 at (530) 625-4821.</p>		
Academic Support		
<p>Academic support is available at Counseling and Advising and includes academic advising and educational planning, and Extended Opportunity Programs & Services, for eligible students, with advising, assistance, tutoring, and more. Contact Melissa Ruiz, Mon.-Fri., 8:00-5:00 (530) 625-4821. Individualized tutoring available in the Writing Lab for enrolled students in English 53A (Section K2226): Mondays 12:55-2:55PM.</p>		
Disruptive Classroom Behavior		
<p>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: http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services and scroll to AP 5500. 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.</p>		
<p><i>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.</i></p>		

ENGL-1A-KT0789: Analytical Reading and Writing

Course Syllabus

Elizabeth Carlyle | College of the Redwoods | Klamath-Trinity Campus | Section KT 0789
Classroom hours | Mondays 3:00-5:05 PM | Room 1
Online hours | 6-10 hours on Canvas | <https://redwoods.instructure.com/login/canvas>

Contact Information

Questions: Canvas Q and A Forum
Office hours: By appointment

Email: elizabeth-carlyle@redwoods.edu
Writing Lab hours: Mondays 12:55-2:55 PM

Course Texts

- Hacker, Diane and Nancy Sommers. *The Bedford Handbook*. 9th ed. Bedford: Boston, 2014.
- Pollan, Michael. *The Omnivore's Dilemma*. Penguin: New York, 2006.
- Holdstein, Deborah and Danielle Aquiline. *Who Says? The Writer's Research* Oxford University Press: New York, 2014
- **Readings on Canvas**

Course Materials

- regular and reliable access to a computer, a printer, and the Internet
- an active CR email account
- writing supplies to bring to every class: pens, highlighters, 8 ½ x 11 notebook
- a notebook for reading notes and research
- a stapler (loose papers will not be accepted)
- manila folders (for working portfolios)
- a 3-ring binder (to save and organize the readings and handouts from class)
- USB Flash drive (or some means of saving work).

Prerequisites

Satisfactory completion of English 150 (or equivalent) with a C or better, or assessment recommendation for English 1A.

Course Overview

This is a 4-unit course that focuses on reading, critical thinking, and writing in college. There is also a large component on information literacy and identifying research to use in your essays. These skills will stand you in good stead in any college class you take in future. This section at KT is designed as a hybrid: this means we will meet just once a week and we will also do a lot of learning online. You can expect to spend the class meetings actively working on assignments or projects, as well as mastering skills and building our collaborative knowledge as a class. The online portion will be primarily in the form of online discussion, where you practice critical thinking skills and develop your ideas on the problems and concepts before you. Expect to spend a considerable amount of time in the online discussions. I provide readings and resources each week that prepare you for the learning activities in class. Consider this work you do at home and online as a way to build background knowledge to prepare for work on mastering the required skills and completing our projects. We will delve into several important topics on the theme of consumption this semester: we start with advertising and how we are persuaded to consume, followed by a close examination of our food systems. You will be expected to work collaboratively to develop projects, as well as demonstrate your best work individually in the research project in the second half of the semester. There may be times when I ask

you to do something that feels unfamiliar or challenging. Please know this: I don't expect you to get it right all the time, but I do expect engagement and effort. At the heart of this class is critical thinking, and we will apply this analytical lens to the world around us and critically engage with the problems and issues that we face today.

Hybrid Course Description

This section of English 1A combines on-campus community-based learning with off-campus technology-based learning. To be successful in this course, students must be comfortable working in an online environment, organized and self-motivated, and committed to attending and participating in class sessions and in group projects. Here is what you need to know to be a successful online learner:

- Expect glitches and plan for delays by starting assignments early.
- Know how to perform basic computer functions (saving and attaching files, creating folders). and navigate the Internet (using search engines, entering passwords).
- Carefully read all written material on your Canvas site: syllabus, assignment due dates, instructions, discussion and contact information.
- Make note of due dates of assignments and exams in your Canvas calendar.
- Be comfortable being online several times a week to participate in your class.
- Be able to communicate effectively and clearly with the instructor and classmates.
- Be proactive in asking appropriate questions when assignments, concepts or homework solutions are unclear.
- Set aside specific times each day for studying.
- Make a "to do" list of the items you have to complete each week.
- Create a study environment that helps you excel. A quiet workplace without interruption from roommates or family is necessary for success in an online course.

Course Requirements

Over the course of the semester we will complete several written assignments that culminate in the final research project. Each assignment should reflect what you have learned of the writing conventions we study in class. For each essay you are required to show evidence of the writing process including pre-writes, revised drafts, and peer/group feedback in a working portfolio. However, please know that I am primarily looking for evidence of critical thinking in combination with your ability to integrate outside sources into your writing. We will practice these skills often to help you master them.

The evaluations are as follows:

Project 1: Advertisement Analysis (essay)	10%
Project 2: Argument Analysis (jigsaw/individual essay)	10%
Project 3: Source Analysis (group project)	5%
Project 4: Research Portfolio (discovery draft, essay, annotated bibliography, presentation)	30%
Online Discussions	25%
Reading Quizzes	8%
Learning Logs	12%

Please note that 45% of the grade is for participation in our online discussions, reading quizzes, and the learning logs. To do these assignments, you must complete the readings and engage with the key ideas. **You should know that if you do not complete the readings, your grade will certainly suffer and you may fail the class.**

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.

Letter Grade	Equivalent Percentages	Grade Description
A	94 - 100	Excellent
A-	90 - 93.99	
B+	87 - 89.99	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	0 - 59.99	

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

Attendance and Promptness: Attendance is essential in a collaborative writing community in a hybrid classroom/online environment. This class meets only once per week, and it starts promptly at 3:00PM. Arriving late or leaving early is disruptive and interferes with other classmates' learning and participation, so please visit the restroom, make phone calls, and print assignments in good time before class. If students arrive late, it is their responsibility to see me to verify attendance. If you are consistently late for class (more than twice), I will consider giving you an absence for being tardy. However, even if you are over 30 minutes late, you should still come to class, otherwise you will likely miss important work that will contribute to your projects. Please see me immediately for a conference if attendance and missing assignments become a problem. In general, absences are considered excessive when the number of unexcused absences exceeds the total number of hours that the class meets during one week. **Our course meets one day per week for two hours; any more than two unexcused 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.

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

- Attend class regularly
- Arrive on time and remain for the entire session
- Come to class prepared with the required texts, assignments, and materials in hand
- Fully and thoughtfully engage in class and online activities, responses, and discussions
- Log on to Canvas regularly and complete assignments per instructions and by deadline
- Print essays before class and submit them in class by deadline

Classroom Behavior and Conduct: This class involves a great deal of discussion. During the exchange of ideas, I expect all of us to be respectful, patient, and open-minded in our interactions with each other.

To this end, **please be aware that the use of sexist, racist, or homophobic language will on no account be tolerated.** Students who disregard these policies will be asked to leave the classroom and may be dis-enrolled from English 1A and assigned a grade of “F” if behavior is deemed egregious. Please know that your instructor is your ally; if you have any cause for concern in regards to conduct in class, do not hesitate to contact me.

Submission Policy: Required assignments, evaluation criteria, and deadlines will be distributed weekly through Canvas. Students are responsible for accessing Canvas frequently to view, print, complete, and upload assignments, readings, quizzes, and post in the discussions. Documents uploaded to Canvas must be in .doc, .docx, .odt, .rtf, or .pdf file format only. All essay drafts must be formatted and submitted according to MLA guidelines. Generally, I do not accept assignments via email, and I will not print assignments for students unless under extenuating circumstances. Developing and maintaining good time management and organizational skills are critical to successful completion of this course. Please see me as soon as possible if you are experiencing difficulty completing coursework, or if extenuating circumstances are affecting your attendance or academic performance. I want you to be successful in this course.

Deadlines: Assignments are due on the date specified in the Course Calendar. Online assignments are due in Canvas before class the following Monday (3pm). The weekly online discussions will close by Sunday at midnight at the end of each week. **If an emergency arises and you cannot turn in a major assignment**, these are the things you should know:

- **you must contact me within 24 hours of its due date** to arrange for a week’s extension.
- **you may only turn in a major assignment late once during the semester.**
- An emergency is an event that can’t be scheduled on your calendar.
- Technology issues will not be accepted as an emergency.
- **I will not accept any late assignments unless you contact me within the time specified.**
- Depending upon the circumstances, you may not receive full credit for full work.
- If you have planned unexcused absences during this semester, you will need to work ahead of time to complete assignments,
- Finally, a note on Peer Review: your attendance is mandatory and your essay will not be able to receive higher than a C if you a) do not have a draft to share or b) miss class.

Technology Use: I encourage the use of laptops and tablets for class business as needed. Feel free to bring them to class. I only ask that all cell phone ringers are silenced during class meetings. Please refrain from texting or accessing personal email and social networking sites during class. I may ask you to leave the classroom if you consistently use them for non-class business, and you will receive an absence for that class. If you forget to turn off your ringer, the class can decide on the consequences (usually cookies work best).

Academic Dishonesty: Plagiarism takes on a variety of forms including downloading papers from an on-line service, handing in another’s homework as your own, and incorrectly citing sources (even inadvertently, but we will practice how to avoid this). To help detect plagiarism, CR requires each student to submit their essays through Turnitin.com. This is a requirement not an option, so **essays that are not submitted electronically will not receive credit**, even if they are handed in on time. More details will be provided in class.

Reading Actively

I will be asking a good deal of you in your reading; most importantly, I will ask you to practice active reading. That means when you read, you should ask questions, wonder about the connections, and struggle to make meaning out of complex ideas with a spirit of discovery and skepticism. You will also need to engage in useful, penetrating discussions about our readings and the ideas we encounter both in the online discussions and in class. Reading actively means you understand the value of your work for yourself individually and for your community as a collective body (the class). It also means reading with an open mind and being prepared to entertain new ideas and concepts. It means trying to imagine the experiences of those you read about and trying to understand how they came to their positions on an issue. In other words, reading actively for this course will demand a lot from you: please expect to devote a significant amount of time to your reading.

Writing Thoughtfully

It takes most people years to develop a strong personal style, so please be patient with yourself as we work through the assignments during the semester. Though you may not see prominent improvement over the next four months, those who read your work will most likely notice changes. One of the most important things you will gain is a greater consciousness of what happens when you generate ideas, plan and organize your thoughts, and work to improve them through the process of revision. If you approach your writing as the practice of trying out ideas, opinions and beliefs, you will most certainly grow as a writer. As for grammar and mechanics, since some of you may have excellent skills, and others fair to good skills, those of you who have problems will need to spend extra time learning to identify and correct errors. I may arrange for individual conferences if errors persist.

Thinking Critically and the Online Discussion Forums

A large percentage of your grade is based on your participation in online discussions. In order to participate, you will need to think critically about the ideas and underlying concepts in the readings and the responses of your peers. Online discussions mimic face-to-face discussion with one major difference: *you have time to reflect and think before you write your opinion*. In addition, you can choose who you want to respond to and contribute new resources to the knowledge base of the class. I understand that some of you may feel a little intimidated by online discussions at first; however, you will find over the course of the semester that you can engage in deeper and more thoughtful discussions with your peers as you work to fully understand and analyze the complex ideas before you. In fact, for those students who lack confidence to speak up in class, the online discussions often provide a space to more comfortably engage with colleagues. Please note: **homophobic, racist, or sexist language will not be tolerated**. Expect to be banned from the online discussions if you exhibit these behaviors; this action will likely result in you failing the class. See Online Discussion Expectations, Discussion Netiquette and the Course Calendar for further details. As always, I am your ally in learning; feel free to contact me if issues arise.

Course Calendar

** Required Readings are to be completed throughout the week to prepare for the online discussions and the learning activities in class the following Monday. It is very important to check the week's Canvas page for updates and details.

****Online Discussions** are due by Sunday, midnight. **Assignments** are due **online** by the following Monday, 3pm.

Week 1

M 8/29 Class activities: Syllabus; Online Discussion handouts; Academic Dishonesty and Plagiarism.
Required Readings: Anticipation Guide: Brainology; Brainology: Transforming Students' Motivation to Learn; Carols Dweck's Ted Talk: The Power of Yet; Alexie: Superman and Me; Online Discussion resources.

Online Discussions: The Power of Believing You Can Improve

Assignments: Learning Log #1

Week 2 (*Last day to drop class: 9/9*)

M 9/4 NO CLASS

Required Readings: Consuming Passions; What We Are to Advertisers; Analyzing Ads (language); Annotating Texts.

Online Discussions: What We Are to Advertisers

Assignments: Learning log#2

Bring to class on Monday: Print and annotate Consuming Passions, What We Are to Advertisers

Week 3 (*Census Day: 9/12*)

M 9/12 Class activities: Image analysis, image summary, key themes; annotation

Required Readings: Craig: Men's Men and Women's Women; Analyzing Ads (Gender); Brought to you Buy; Kilbourne: Killing her Softly (documentary), Scoop-It

Online Discussions: Gender in advertisements

Assignments: No assignments to submit online.

Bring to class on Monday: Select 2-3 ads that illustrate a theme or argument discussed in our readings so far. Complete an image analysis of one of the ads (typed).

Week 4

M 9/19 Class activities: Peer Review: Image Analysis; Summary (text); paragraph structure

Required Readings: Analyzing ads (race); Critical Media project (Race and Ethnicity); Images of Native Americans in Advertising; Scoop-It; Commodify your Dissent.

Online Discussions: Race in advertisements

Assignments: Learning Log #3

Bring to class on Monday: First draft Ad Analysis for Peer Review; Commodify your Dissent: print and annotate for class discussion.

Week 5

M 9/26 Class activities: Peer Review Ad Analysis

Required Readings: Food Inc.; Omnivore's Dilemma (Introduction)

Online Discussions: No discussions this week

Assignments: Learning log #4; Ad Analysis

Bring to class on Monday: Ad Analysis in a working portfolio

Week 6

M 10/3 Class activities: Class discussion Food Inc; parts of an argument

Required Readings: The Omnivore's Dilemma 1, 2, 3; Canvas Resources

Online Discussions: Corn's Conquest

Assignments: Learning Log #5

Bring to class on Monday: Main claims

Week 7

M 10/10 Class activities: Reading quiz #2; claims and evidence

Required Readings: The Omnivore's Dilemma 4, 5, 6, 7; Canvas Resources

Online Discussions: The Feedlot

Assignments: Learning Log #6

Bring to class on Monday: Select a main claim

Week 8

M 10/17 Class activities: Jigsaw: textual analysis; Reading Quiz #3

Required Readings: The Omnivore's Dilemma 8, 9; Canvas Resources

Online Discussions: Big Organic

Assignments: Learning Log #7

Bring to class on Monday: Argument Analysis first draft

Week 9

M 10/24 Class activities: Reading Quiz #4; Peer Review Argument Analysis

Required Readings: The Omnivore's Dilemma 10, 11, 12; Canvas Resources

Online Discussions: Practicing Complexity

Assignments: Learning Log #8; Argument Analysis

Bring to class on Monday: Argument Analysis in a working portfolio

Week 10 (Last day for faculty drop: 11/04)

M 10/31 Class activities: Source Analysis

Required Readings: The Omnivore's Dilemma 13, 14; Canvas Resources

Online Discussions: No online discussions this week

Assignments: Source Analysis; Learning Log #9

Bring to class on Monday: Identify a research question

Week 11

M 11/7 Class activities: Research Questions

Required Readings: The Omnivore's Dilemma 16, 17; Canvas Resources

Online Discussions: The Omnivore's Dilemma

Assignments: Learning Log #10

Bring to class on Monday: Research Questions

Week 12

M 11/14 Class activities: Research Project work

Required Readings: The Omnivore's Dilemma 18, 19, 20; Canvas Resources

Online Discussions: Hunting and Gathering

Assignments: No assignments to submit online.

Bring to class on Monday: Discovery draft for peer review

Week 13**M 11/21 Class activities:** Peer Review discovery draft**Required Readings:** Canvas Resources**Online Discussions:** No online discussions this week**Assignments:** Discovery draft**Bring to class on Monday:** Presentation**Week 14****M 11/28 Class activities:** Presentations**Required Readings:** Canvas Resources**Online Discussions:** Research methods and resources**Assignments:** Learning Log #11**Bring to class on Monday:** first draft research essay**Week 15****M 12/5 Class activities:** Peer Review research essay**Required Readings:** Canvas Resources**Online Discussions:** Reflections on Learning**Assignments:** Learning Log #12**Bring to class on Monday:** Final draft Research Project in a working portfolio**Week 16: Finals week**

*****This syllabus and calendar are subject to change*****