

Syllabus for English 1A, Analytical Reading and Writing– Del Norte Education Center		
Semester & Year	Spring 2017	
Course ID and Section #	ENGL-1A, D1232 (041232)	
Instructor's Name	Ken Letko	
Day/Time	T-Th, 2:45-4:50	
Location	Room 34	
Number of Credits/Units	4.0	
Contact Information	<i>Office location</i>	D27
	<i>Office hours</i>	M & Th, 12:00-12:30; M & W 2:00-2:30; and at other times with or without an appointment
	<i>Phone number</i>	465-2360
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Textbook Information	<i>Title & Edition</i>	<i>St. Martin's Handbook</i> , 8 th Ed. Print
	<i>Author</i>	Andrea Lunsford
	<i>ISBN</i>	1457667266
	<i>Title & Edition</i>	<i>Writing and Reading across the Curriculum</i> , 13 th Ed. Print
	<i>Author</i>	Laurence Behrens and Leonard J. Rosen
	<i>ISBN</i>	0-13-399901
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		
<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 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 707-465-2352.		
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 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 . Additional information		

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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; 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 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>.

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Emergency Procedures for the Del Norte campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Crescent City campus emergency map is available at (<http://www.redwoods.edu/delnorte/Maps-and-Directions; scroll down to the Safety Map>). For more information on Public Safety, go to <http://redwoods.edu/publicsafety> 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 campus authorities.

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, 707-476-4112, 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.

English Department Attendance Policy

Students at the College are expected to attend all sessions of each class in which they are enrolled. For example, if a class meets twice a week, students should not exceed 4 absences for the semester. If a student exceeds the limit on absences before week 11 of the semester, an 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.

Required Texts

Behrens, Laurence, and Leonard J. Rosen. *Writing and Reading across the Curriculum*. 13th Edition. Boston: Pearson-Longman, 2016. Print.
Lunsford, Andrea. *The St. Martin's Handbook*. 8th Edition. Boston: Bedford-St. Martin's, 2015. Print.

Course Overview

The persuasive, documented essay is the focus of this course. Students will read critically and learn to write and document quotations, paraphrases, and summaries. Throughout the term, students will read passages in *Writing and Reading across the Curriculum* and study academic conventions in the *St. Martin's Handbook*, becoming familiar with Modern Language Association (MLA) parenthetical documentation format. During weeks fifteen and sixteen students will concentrate on final portfolio preparation. **Students should save all written work during the semester.**

The weekly structure described below is for general planning purposes and will be adjusted as needed. Daily readings, written exercises, and quizzes will be scheduled on a day-by-day and week-by-week basis. Class attendance is vital for information about deadlines and class activities.

Weeks one through three students will focus on understanding summary and synthesis writing as academic discourse. Reading will mostly be in the *Writing and Reading across the Curriculum* text (WRAC), pages 3-50 and 429-475, the chapter titled, "The Changing Landscape of Work in the Twenty-First Century." Students will establish turnitin.com accounts, and begin studying MLA format in the *St. Martin's Handbook*, pages 402-450. Other supplemental readings in the WRAC, the *Handbook* and on-line will also be required.

Weeks four through six students will complete a documented synthesis, building a text from planning and drafting through revision and editing.

Week seven students will launch a research essay assignment.

Weeks eight through twelve students will read the "Obedience to Authority" chapter in the WRAC text, pages 572-607, and complete a second, full-length synthesis. In addition, students will make incremental progress on developing a research essay, including formal bibliography. Additional readings and subsequent study in the WRAC and *Handbook* texts will be required.

Weeks thirteen through fifteen students will complete a research essay and begin a final portfolio.

Week sixteen students will complete a final portfolio.

Expectations

1. Students should attend class regularly, participating in discussion, asking questions, and cooperating with class members in an effort to maturely and intelligently discuss the material.
2. Students must behave respectfully toward the subject matter, each other, and the instructor.

Requirements

1. Hand in all assignments on time, unless prior arrangements are made.
2. Submit all final papers to turnitin.com and in hard copy.
3. Keyboard all essay assignments on a word processor, following manuscript format.

4. Complete a research paper and a portfolio.

Manuscript Format

Use Times New Roman font, size 12, double-spaced, .5 inch indentation for paragraphs (no extra spacing between paragraphs), 1 inch margins all around, with page numbers preceded by your last name at top right, all pages stapled. Your name, instructor’s name, class, assignment label, date, and word count should be double-spaced and aligned left at top of first page; title is centered. In general, follow MLA format. See page 442 in *Handbook*.

Grades

English 1A is graded A, A-, B+, B, B-, C+, C, D, F. If you successfully meet all course requirements, your final grade will be calculated as follows:

Class preparation and participation.....	10%
Written exercises and short quizzes.....	10%
Essays....(plans, drafts, and finals; summary and synthesis).....	30%
Portfolio.....	20%
Research paper.....	30%

Notes

1. Cell phones and other personal electronic devices are not part of English 1A. Do not bring them to class unless they are turned off or set on the vibrate mode. If you must take a call, quietly leave the room. Texting and camera use are never appropriate during class.
2. Laptops should not be open during class discussions but can be used when the instructor allows.
3. This syllabus is subject to change should circumstances warrant revision.