

| Syllabus for English 1A – Eureka Campus | | |
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| Semester & Year | Spring 2017 | |
| Course ID and Section # | English 1A—E1338 | |
| Instructor’s Name | Dr. Sean Herrera-Thomas | |
| Day/Time | Monday, Wednesday, Friday: 10:05-11:20 | |
| Location | Humanities 114 | |
| Number of Credits/Units | 4 | |
| Contact Information | <i>Office location</i> | Science 216-I |
| | <i>Office hours</i> | Monday: 12:00-1:00 & Thursday: 1:30-2:30 |
| | <i>Phone number</i> | (707) 476-4324 |
| | <i>Email address</i> | sean-herrerathomas@redwoods.edu |
| Textbook Information | <i>Title & Edition</i> | <i>From Inquiry to Academic Writing</i> (3 rd edition) <i>Composing Gender</i> <i>We Should All Be Feminists</i> |
| | <i>Author</i> | Greene and Lidinsky Groner and O’Hara Adichie |
| | <i>ISBN</i> | 978-1-319-08968-9 978-1-4576-2854-2 978-1-101-91176-1 |
| 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. | | |
| 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 | | |

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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: <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.

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: <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.

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/aboutcr/Eureka-Map>; choose the evacuation map option). For more information on Public Safety, go to <http://www.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 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.

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| Turnitin.com | The English Department requires all English 1B students to submit their essays to Turnitin.com, which scans them for previously written or published material. Please note that 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. |
| Participation | Active participation in-class is required throughout the term. If necessary, I will use “pop quizzes” to encourage everyone to read actively and engage in class activities. |
| Extra Credit | The English Department at College of the Redwoods mandates that no “extra credit” be awarded in English courses. 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 if you are enrolled in English 53A). |
| Classroom Conduct | <p>The content of our reading assignments and class discussions will involve a variety of important and compelling personal and social issues that are inherently mature in their subject matter and that resonate deeply with individuals in our class. Please be aware that this course examines adult human experiences through the lens of academic discourse. Also, please remember to treat your classmates and instructor in a courteous, sensitive, and respectful manner. Any student who violates CR’s Code of Student Conduct will be sanctioned in accordance with school guidelines.</p> <p>Please note that “texting” or other inappropriate electronic activities during class will result in your being temporarily suspended from class and referred to campus disciplinary authorities. Please turn off cell phones before entering the class.</p> |
| Attendance | <p>The English Department Attendance Policy 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 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.</p> <p>Class policies related to attendance All work is due on the date specified on the syllabus or assignment sheet. If you are absent from class on the due date, late papers will be accepted without penalty only if the absence is excused. Likewise, missed quizzes, tests, and in-class assignments may be made up only if the absence is excused or due to an emergency. Excused absences require written medical, legal, or athletic documentation.</p> <p>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 proportion 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.</p> <p>Lastly, punctuality is expected of you, and I reserve the right to count lateness against your</p> |

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| | attendance if that should become an issue. |
| Course Objectives | <ol style="list-style-type: none"> 1. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose. 2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support. 3. Develop varied and flexible strategies for generating, drafting, and revising essays. 4. Analyze stylistic choices in their own writing and the writing of others. 5. Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence. 6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism. 7. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format. 8. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation. |

| Primary requirements and grade distribution | | | | | | | | | | | | | | | | | | | |
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| <ol style="list-style-type: none"> 1. Three out-of-class essays 2. Two in-class essays (midterm and final) 3. Participation in class discussions and activities 4. Research prospectus 5. Annotated Bibliography 6. Participation 7. Pop quizzes | <p>I will use this percentage distribution to calculate your grade:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Essay #1</td> <td>10%</td> </tr> <tr> <td>Essay #2</td> <td>15%</td> </tr> <tr> <td>Essay #3</td> <td>20%</td> </tr> <tr> <td>In-class essay midterm</td> <td>10%</td> </tr> <tr> <td>Research Proposal</td> <td>10%</td> </tr> <tr> <td>Annotated Bibliography</td> <td>10%</td> </tr> <tr> <td>In-class essay final</td> <td>10%</td> </tr> <tr> <td>Participation</td> <td>10%</td> </tr> <tr> <td>Quizzes</td> <td>5%</td> </tr> </table> | Essay #1 | 10% | Essay #2 | 15% | Essay #3 | 20% | In-class essay midterm | 10% | Research Proposal | 10% | Annotated Bibliography | 10% | In-class essay final | 10% | Participation | 10% | Quizzes | 5% |
| Essay #1 | 10% | | | | | | | | | | | | | | | | | | |
| Essay #2 | 15% | | | | | | | | | | | | | | | | | | |
| Essay #3 | 20% | | | | | | | | | | | | | | | | | | |
| In-class essay midterm | 10% | | | | | | | | | | | | | | | | | | |
| Research Proposal | 10% | | | | | | | | | | | | | | | | | | |
| Annotated Bibliography | 10% | | | | | | | | | | | | | | | | | | |
| In-class essay final | 10% | | | | | | | | | | | | | | | | | | |
| Participation | 10% | | | | | | | | | | | | | | | | | | |
| Quizzes | 5% | | | | | | | | | | | | | | | | | | |

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| Jan 18 | | |
| Jan 20 | | |
| Jan 23 | <i>We Should All Be Feminists</i> | |
| Jan 25 | <i>We Should All Be Feminists</i> | |
| Jan 27 | | |
| Jan 30 | <i>From Inquiry to Academic Writing</i> , Chapter 1 | |
| Feb 01 | <i>From Inquiry to Academic Writing</i> , Chapter 2 | |
| Feb 03 | <i>From Inquiry to Academic Writing</i> , Chapter 3 | |
| Feb 06 | <i>From Inquiry to Academic Writing</i> , Chapter 4 | |
| Feb 08 | <i>From Inquiry to Academic Writing</i> , Chapter 5 | |
| Feb 10 | <i>Composing Gender</i> , pp. 1-34 | |

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| Feb 13 | <i>Composing Gender</i> , pp. 35-45 | Essay #1 due |
| Feb 15 | <i>Composing Gender</i> , pp. 46-52 | |
| Feb 22 | <i>Composing Gender</i> , pp. 53-67 | |
| Feb 24 | <i>Composing Gender</i> , pp. 68-71 | |
| Feb 27 | <i>From Inquiry to Academic Writing</i> , Chapter 6 | |
| Mar 01 | <i>From Inquiry to Academic Writing</i> , Chapter 7 | |
| Mar 03 | <i>From Inquiry to Academic Writing</i> , Chapter 8 | |
| Mar 06 | <i>From Inquiry to Academic Writing</i> , Chapter 9 | |
| Mar 08 | <i>From Inquiry to Academic Writing</i> , Chapter 10 | |
| Mar 10 | <i>From Inquiry to Academic Writing</i> , Chapter 11 | Essay #2 due |
| Mar 20 | Midterm | |
| Mar 22 | <i>Composing Gender</i> , pp. 74-98 | |
| Mar 24 | <i>Composing Gender</i> , pp. 99-109 | |
| Mar 27 | <i>Composing Gender</i> , pp. 110-123 | |
| Mar 29 | <i>Composing Gender</i> , pp. 126-139 | |
| Mar 31 | <i>Composing Gender</i> , pp. 140-151 | Research Proposal due |
| Apr 03 | <i>Composing Gender</i> , pp.152-164 | |
| Apr 05 | <i>Composing Gender</i> , pp. 165-170 | |
| Apr 07 | <i>Composing Gender</i> , pp. 171-181 | |
| Apr 10 | <i>Composing Gender</i> , pp. 184-203 | |
| Apr 12 | <i>Composing Gender</i> , pp. 204-207 | Annotated Bibliography due |
| Apr 14 | <i>Composing Gender</i> , pp. 208-221 | |
| Apr 17 | <i>Composing Gender</i> , pp. 222-240 | |
| Apr 19 | <i>Composing Gender</i> , pp. 242-251 | |
| Apr 21 | <i>Composing Gender</i> , pp. 252-261 | |
| Apr 24 | <i>Composing Gender</i> , pp. 262-267 | |
| Apr 26 | <i>Composing Gender</i> , pp. 268-282 | |
| Apr 28 | <i>Composing Gender</i> , pp. 283-289 | |
| May 01 | Presentations | Essay #3 due |
| May 03 | Presentations | |
| May 05 | Presentations | |
| Finals Week | | |

**Please note that this syllabus and course schedule is subject to change at the discretion of the instructor. Any modifications will be announced orally in class.