

Syllabus for [English 1A- Analytical Reading and Writing] – Eureka Campus

Semester & Year	Spring 2017	
Course ID and Section #	English 1A: E1343	
Instructor's Name	Jay Scrivner	
Day/Time	M, W, F 1:15-2:30	
Location	CA113	
Number of Credits/Units	4	
Contact Information	<i>Office location</i>	FM 108 Associate Faculty Office
	<i>Office hours</i>	W 11:40-1:05
	<i>Phone number</i>	N/A
	<i>Email address</i>	Jay-Scrivner@redwoods.edu
Textbook Information	<i>Title & Edition</i>	Gender, A Reader for Writers
	<i>Author</i>	Megan Titus and Wendy Walker
	<i>ISBN</i>	978-0-19-029885-2
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. 4. Revise and edit for sentence structure and mechanics. 		
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. Students may make requests for alternative media by contacting DSPS at 707-476-4280.</p>		
Academic Support		
<p>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.</p>		
Academic Honesty		
<p>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:</p>		

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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.

It doesn't matter what you learn when you learn it in a structure
that can expand into other structures.

-- Northrop Frye

Required Texts and Materials

Gender, a Reader for Writers, Megan L. Titus and Wendy L. Walker – ISBN 978-0-19-029885-2

Steel Closets, Voices of Gay, Lesbian, and Transgender Steelworkers, Anne Balay – ISBN 978-1-4696-2723-1.

Bedford Handbook, Diana Hacker and Nancy Sommers – ISBN 978-1-4576-0803-2

Various articles and handouts available on Canvas

3 Ring Binder, paper, pen

Manila File Folder (to turn in essays)

100 index cards

Essential Question: What are the best arguments to help us understand and broaden the debates about sex and gender identity as they relate to cultural norms?

Our knowledge depends on boundaries. Each discipline has its own vocabulary that people learn and use in order to address how the discipline frames knowledge. It is human nature to investigate things. We love to know how and why something works. Often, we want and or need the results of our investigation to fit certain boundaries. At times, however, we use our discoveries in order to expand our understanding of what is possible. Our boundaries expand. We change them to fit a new perception.

Gender is something that many in society work to make obvious. Many also believe that gender is obvious enough that little room for confusion about roles and responsibilities exists. However, once we begin to look at gender as a frame of reference rather than as fact, things get interesting. Gender appears to be a destabilizing force or one that serves a marker of cultural upheaval and change. The balance between cultural stability and upheaval takes many forms. We will use the theme of gender to examine some of those forms.

Course Policies

Attendance— 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, the class meets three times a week, students should not exceed 6 absences for the semester. If a student exceeds the limit on absences before week 11 of the semester (for Spring 2017, this date is _____), the 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. Arriving late or leaving early will count as 1/2 of an absence. Excused absences require documentation.

Conduct—Please show and practice respect for yourself, your classmates and the instructor at all times. Use academic language, participate, and do the work necessary to enjoy the challenges the class offers. I will touch base with you individually if your behavior is counterproductive. Serious misconduct may result in suspension from the class. See the College of the Redwoods catalog for the complete policy on student conduct.

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

Grading

- 400 points Essays (100, 100, 200)
- 40 points Journals (10 each)
- 90 points Research Logs (10 each)
- 40 points Quickwrites (5 each)
- 30 Points Brainstorming/Outlines (10 each)
- 50 Participation (self-evaluation due finals week)

The grading scale-- 94-100 is an A, 90-93 is an A-, 89-87 is a B+, 86-84 is a B, 83-80 is a B-, 79-77 is a C+, 76-70 is a C, 69-60 is a D, and below 60 is an F. In the case where there is a 1 percent difference between the higher and lower grade, it is the instructor’s discretion to round up or down.

The grading and different types of assignments serve many purposes, but two principles merit special attention. First, focus on process. The journals, quick-writes, research logs, brainstorm/outline are all lower-stakes work meant to help you discover and clarify ideas to include in the essays. Since the class is process based, completing the work on time is required and essential. Second, focus on having a growth mindset. Focus on improving as a reader and writer. Be willing to make mistakes. You can revise work (except final essay) for a higher grade, but you need to check with me before you revise. Revisions are due 1 week after the work has been handed back in most cases.

Draft workshops are a key part of the writing process. If you do not show up with a typed draft of your essay, I will deduct a letter grade from the essay you turn in.

Late Work -- All work needs to be handed in during the class on the date due. You are allowed 1 late paper (not the last one) but must communicate with me about it. You are allowed 2 late research logs, but not the last two. Communicate with me if your work will be late. All planning work for essays and first drafts must be done on time. If you have an excused absence on the day work is due, you must make arrangements with me to make up the missing work in a timely manner, generally by the end of the next class meeting.

Plagiarism -- No essay which contains plagiarism—no matter how small the amount or how unintentional—will be graded, and students who are guilty of blatant plagiarism will be referred to campus authorities for disciplinary action

Department Policy dictates that you submit your essay to Turnitin.Com. Submit the draft you turn into me. See page below for instructions. If you don't submit your essays, I don't record the grade, meaning you need to upload your essay.

Campus Resources

Academic Support Center (ASC): The ASC provides individual and group tutoring, workshops, and computers.

Technical Assistance and Access: Computers, printers, scanners, and Internet 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 MyCR or WebAdvisor, call Information Technology Services at 476-4160.

Students with Disabilities Special Accommodations: I can allow special accommodations such as extra time on tests, quizzes, and exams only if you have a documented disability with DSPS. If you know you need special accommodations or if you think you may qualify for special accommodations, please contact Disabled Students Programs and Services (DSPS). **Special accommodations may take weeks to process**, so contact DSPS this week. They are located in the new Administration building Room 113 and can be reached by calling 476-4280.

Help with English 1A

Help in English 1A can be obtained from five sources:

- 1) **Me.** As the instructor, I am here to help. Ask questions in class and meet with me in the WC.
- 2) **The Writing Center.** I strongly recommend that you sign up for English 53A Writing Center hours. The Writing Center provides experienced tutors, computers and reference materials. You can get help with the readings, essay writing, and the MLA. Go to LRC 102 and meet Leslie Leach, the Director. Register on Webadvisor—a half unit in the Writing Center could enhance your learning experience and improve your grade in English 1A. Peer tutors are available to respond to your writing and to help you plan, organize, develop, rethink, and revise your writing. They can also help you with your reading. Instructors are available to assist you with grammar, mechanics, punctuation, writing and reading.
- 3) **The Academic Support Center (ASC)** located in the back corner of the Learning Resource Center (LRC). The ASC provides tutors free of charge (appointments are required).
- 4) **Your classmates.** The students in this class can be a support system for you. Form a study group. It will help you learn the material covered in the course and will provide motivation when your resolve falters.
- 5) In addition, **EOPS and DSPS** can also provide tutors.

Contacting Me – All of my contact information appears on the first page of the syllabus. You can arrange to see me during my writing center hours if you are registered for 53A. You can also come to my office hours, set up an appointment, talk to me after class or email me.

Instructor's Personal Note:

Please know that I love teaching. I am especially happy to teach this particular class because of the dynamic changes occurring in our society with respects to gender and sexuality. I have taught a wide variety of students, from International Baccalaureate candidates to students in Juvenile Hall. Creating real, often personal interest in the class was one of the main factors in student success, and this class, I hope, will help you create interest enough to overcome frustrations that challenging work creates. At CR, I have taught English 102, 350, 150, 1A and 1B. The reading and writing you do this semester will prepare you to move on. When I haven't been able to teach, I've worked on a fishing boat, at a coffee shop, in a warehouse, and as a full-time gardener. I graduated from Denver University with a BA in English and minors in Art and Italian. Then I spent two years at the University of Washington where I received an MFA in creative writing. I moved to Humboldt County so that my lovely wife Sunni could go to the Dell'Arte School of Physical Theatre. She has transitioned from performing into running her own yarn store, and I have begun writing again as well continuing to teach. We have adopted 2 children, both from China. Luan is 13 and August is 12. It is amazing to see them grow and change. It is also amazing to see how students grow and change, hence my happiness about life in general and about teaching in particular.

When Valerie Bettis first got into the movies, someone interviewed her, asked her how it felt to be successful. She said, "What do you mean? I've always been a success."

--John Cage, *A Year From Monday*

This schedule is tentative and may change.

Assignments are due on date noted. They are underlined. Please look ahead and plan accordingly. Also, multiple assignments are due on the same day. It is often necessary to do homework everyday rather than waiting the day before the assignment is due.

Pay special attention to what's listed as in class work. Since class is process based, being absent can greatly hinder your ability to complete the work due in as easy and useful way as possible. There is not busy work. All assignments have a purpose. Please do not miss class. If you do, contact me to let me know and check with someone in your grammar group about what you missed in class.

Articles can be printed out and brought to class. They are on canvas.

1/16 Holiday

1/18 Introductions, Syllabus, Canvas, Introduce Quick-writes QW, Begin "Don't Think of An Elephant" & Questions at Issue & Framing

1/20 QW1 & Have read and marked "Don't Think of An Elephant"; in-class notecards, MLA and chart based on reading;

1/23 QW 2; Have read and marked "Ending the U.S Military's Female Combat Ban" (292-300) in *Gender, A Reader for Writers* GRW. In-class discuss refutation and context as it relates to framing; listen to Ash Cater in order to compare his logic with logic of Mackenzie.

1/25 QW 3. In-class look at QW 2 examples; begin Research Project assignment sheet; and begin "The Five Sexes" (62-71)

1/27 Have read and marked and made notecards for "The Five Sexes." In-class commentary practice; listen interview excerpt from Amy Nutt; begin *Steel Closets* by Anne Balay

1/30 Have read Intro and first 2 chapters and marked text *Steel Closets*. QW4. In-class speed date about two quotes; make grammar groups; BH 5 & 32 A-C.

2/1 Meet in LRC 103; Research Project Assignment sheet due.

2/3 Have read chapters 3 and 4 and marked text *Steel Closets*. Quote Journal QJ1. In class, make notecards, workshop QJ1 and turn in, Grammar group 32 A-C.

2/6 Have read chapters 5 and 6 and marked text *Steel Closets*. In class QJ1 student example; brainstorm for QJ2; Find details to support points from reading.

2/8 QJ2; In class transition revision, read, grammar groups BH 32d-F;

2/10 Have read chapter 7 and marked text *Steel Closets*. In-class BH 32D-F.

2/13 Have read epilogue and marked text *Steel Closets*. QJ3. In-class begin QW 5 and discuss, review essay prompt. Begin 398-401 in text and BH 50B

2/15 QW5 & Brainstorming/Outline due. Meet in LRC 103 to work on essay.

2/17 Holiday No Class

2/20 Holiday No Class Begin Lorber's "Night to His Day" (30).

2/22 1st Draft Gender and Work Essay. In-class draft workshop & Begin Lorber's "Night to His Day" (30) Create QAI's.

2/24 Have read and noted 30 -39 Lorber "Night to His Day & Research Log. Begin watching Gender Code Documentary and create QAI

2/27 Research Log 2. In class Finish Gender Code Documentary and Create QAIs
 3/1 2nd Draft Gender and Work Essay; In class Begin Harris Handout & Begin QW 6.
 3/3 QW 6. Meet in LRC 103

3/6 Research Log 3 & Have read Harris Handout and made notecards for Harris and Lorber 39-50. In class biological vs social construct activity. Begin Lorber Reading Journal
 3/8 Lorber RJ & Have Read “An exercise in Body Image” 208-210 and “Why I’m Hot for Peter Drinklage” 220 or “Jason Collins Is the Envy of Straight Men Everywhere” 223. In-class begin QW 7 & “The Transgender Crucible” handout.
 3/10 Class Canceled – Use time to do research and work on RL 4

3/13, 3/15, 3/17 SPRING BREAK

3/20 Research Log 4. Have Finished “The Transgender Crucible” & QW8. In class create QAI’s , BH 20
 3/22 In class read Intersectionality handouts and define Intersectionality. BH 20.
 3/24 Research Log 5; In class create QAI’s and begin reading “Cisgender Privilege, Intersectionality, and the Criminalization of CeCe McDonald..” 96-105.

3/27 Have finished reading “Cisgender Privilege.” In class make notecards, begin question 3 p 109 and BH 34
 3/29 Typed Answer Question 3 p. 109; In Class transition work and BH 34
 3/31 Research Log 6; In class work on QAI’s and review parts of an essay.

4/3 In class work on thesis, brainstorming, outline
 4/5 Meet in LRC 103 and Brainstorming outline due.
 4/7 Typed Rough Draft Essay 2 Gender and Privilege.

4/10 Meet in LRC 103 and Research Log 7. BH 22 and Commentary work
 4/13 2nd Draft Essay 2 Gender and Privilege. BH 22 and Research discussion groups.
 4/15 Research Log 8 In class research Essay example

4/17 Conference with teacher. Finish example of research essay.
 4/19 Research Log 9; Begin agreement handout.
 4/21 Check agreement handout. and finalize outline for research essay in class.

4/24 Meet in class then library work on Research;
 4/26 Meet in class then Library work on Research
 4/28 First draft Research Paper; In class draft workshop and BH 23

5/1 In-class BH 23 and conferencing
 5/3 Essay 1 or Essay 2 Revision Due. In class Works cited page final check.
 5/5 2nd draft Research paper

5/8 Finals week, Final Presentation
 5/10
 5/12

Turnitin is available online at www.turnitin.com

Create a User Profile

To create a user profile:

1. Go to www.turnitin.com.
2. Click create a new user profile on the Turnitin homepage.
3. Follow the on-screen instructions. When you are done creating your profile, you will be asked if you want to use the student class enrollment wizard. We recommend that all new users use the wizard to enroll in their class.

If you choose to use the student class enrollment wizard, you can bypass the next several steps for your first session with Turnitin and skip to the section “Submitting a Paper”.

Logging In/Logging Out

To login to Turnitin:

1. Go to www.turnitin.com.
2. At the top right, enter your email address and user password.
3. Click “login” to open your Turnitin homepage.
4. When you are through using Turnitin, click “log-out”.

Enrolling in a Class

Your student homepage lists your enrolled classes. If you are a new user, your homepage will be empty.

To enroll in a class:

1. Click the “enroll in a class” button on your homepage.
 2. On the next screen, enter the class id 14234459 and enrollment password “calvino” (all lower case, no italics) for your class.
 3. Click submit to enroll in the class and add it to your homepage.
- If you do not have a class id and enrollment password, please contact your instructor.

