

Syllabus for: English 1A	
Semester & Year:	Spring 2017
Course ID and Section Number:	ENGL 1A – E1348
Number of Credits/Units:	4.0
Day/Time:	T-Th-F 11:40 – 12:55pm
Location:	CR Eureka – HU 207
Instructor’s Name:	Dr. Jennifer Mary Brown
Contact Information:	Office location and hours: T10:30 – 11:30 HU 121 OR by apt. Phone: 908.553.9527 Email:jenny-brown@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.	
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 at 707-476-4280, or in the Administration and Student Services building.	
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, AP 5500 is available College of the Redwoods Board of Trustees site, under Policies: http://www.redwoods.edu/District/Board/New/chapter5/	
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 .	

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Course Description: A transfer-level course in critical reading and writing. You will learn to analyze claims and interpret college level texts as well as audio and visual arguments. You will then transform your analysis into well-researched argumentative essays.

For the Pop Culture - The Arts theme, This English 1A examines fine art, dance, music, film, TV, and other arts and pop culture in order to observe, analyze and deconstruct emerging rhetoric in the subject.

All drafts of the essays should follow all MLA format guidelines.

Course Learning Objectives:

Upon completion of this course, the student will be able to:

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.

Pre-requisites: English 150 with a C grade or better or assessment recommendation for English 1A.

Required Texts:

- Birkenstein, Cathy & Graff, Gerald. *They Say I Say*. New York: Norton. 2014. (get the one without readings)
- Danesi, Marcel. *Popular Culture: Introductory Perspectives* (third edition). Rowman & Littlefield: Lanham. 2015.
- Klosterman, Chuck. *Sex, Drugs, and Cocoa Puff: A Low Culture Manifesto*. Scribner: New York City. 2004.

Course Requirements:

Essays: You will have four assignments throughout the semester. There will be three essays and one presentation with notes. Each essay will be between 1200 – 1500 words, which is about 4-5 pages. All essays should have a clear thesis in which a claim is made, and then proved with examples for support. Your arguments should be logical, complex, and well supported with facts and analysis. They should all be written in MLA format. The essays are equally weighted at 20 points each, equaling 80.

In-Class Assignments: One every two weeks or so, you will have a class period in which you are presented with a claim and must spend the remainder of the class writing an argumentative essay. Some of these will be announced, and others will not. These will afford you the ability to think

on your feet. The essays be graded for completion only, but the total of which will be incorporated with your participation grade for the remaining 20 points of the 100 for the class (The other 80 points will be the essays).

Participation: In order to be an active member of the classroom, you must participate. By reading the assignments, coming to class, and being prepared to engage in active discussion, you will become a more critical thinker and thus, a better argumentative writer. Participation will be incorporated into the 20 pts. used for in-class assignments.

Readings: All the readings are required for this class. You must be prepared to discuss and write about each reading assignment on the day that it is due. Failure to do so will signal failure to participate in class. You wouldn't going skiing and leave your skis at home, so don't come to class without being prepared.

Rough Draft Workshops: The week before an assignment is due, we will have a day of in-class workshops. These are mandatory. You will bring in a printed copy of your typed essay and be prepared to actively work on it in class with the help of your peers.

Grading Policy:

80 pts. - Four Essays (20 pts. each)

20 pts. - In-class writing exercises & Participation

= 100 pts. total

I grade on a basic point system. See above for explanation.

Revisions:

If you receive a "D" or below on essays 1, 2, or 3, you may revise them for a higher grade. I will average the newer grade with the older grade for this newer grade. Please see me after grades are distributed and we will work out a schedule for completion of the new draft.

Canvas:

All essays will be turned in via the Canvas interface and will be returned to you there, as well. No paper copies will be accepted unless otherwise agreed upon.

In addition, I will post updates to the course schedule and outside readings and assignment sheets to our class site on Canvas. **Check back daily.**

Supplies:

Please bring a pen and notebook to class every day. You will be required to write during every class period (this is a writing class, after all), and I will not have extras.

Please bring assigned reading for the day to class with you.

Final Exam:

Your final exam will be your fourth essay. It will be due on the day of your official final (see class schedule below), but you will hand it in via canvas.

Cell Phone and Laptop Policy:

Please turn your cell phones and laptops off and keep them in your bag while class is in session unless otherwise instructed. While I understand we live in a digital world and these items can be very useful to you, I have determined them unnecessary for my class environment.

Food in Class:

In addition, please do not bring meals into the classroom. Drinks and granola bars are fine, but food requiring utensils or preparation is very distracting (not to mention, smelly). Eat before you get to class.

Attendance / Lateness Policy:

Writing is a skill that improves with practice and feedback, so all students are expected to attend and be on time and prepared for every class. This means bring all your books to class! All absences are considered unexcused unless otherwise negotiated with the instructor.

In addition, don't be late! By arriving late you interrupt and distract the class. Lateness will not be tolerated.

Make-Up Exam Policy and Late Work:

It is the student's responsibility to find out what work they missed. Try to get the phone number or email address of one person in class to find out what happened in class before you come to me. **All late work will be decreased by 1 letter grade for every class day that it is late.**

The Writing Center

While not mandatory, I strongly suggest you enroll in ENGL 53A, the English lab for this class. You can choose either .5 or 1 credit. They provide individual tutoring, academic resources, and a quiet and comfortable space to work. These classes are open entry, pass/no pass, and non-repeatable. This will help you reinforce and improve your skills with practice and help from professional tutors.

Date	Assignment Due Today	Class Activities
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Week 1

1/17/17– T		First class! Introductions, Syllabus Q&A,
1/19/17- Th	Read “Writing as Inquiry”	Discussion and activity on your personal writing process, interpretation of text, and problem solving in your writing
1/20/17– F	1. Read <i>Sex, Drugs, & Cocoa Puffs</i> Preface 2. Read <i>Popular Culture</i> Preface	Discussion: What is argumentative writing? Why do we need it? Writing memoir, narrative techniques.

Week 2

1/24/17 - T	Read “The Writing Habit” by David Huddle	Exegence – How do we brainstorm and begin writing? Where do your ideas come from? What are your writing goals for the semester? // Intro to Essay #1
1/26/17 - Th	Read <i>Popular Culture</i> Ch.1	Guided introductory writing about popular culture Discussion and activity on your personal writing process, interpretation of text, and problem solving in your writing / Intro to Essay #1
1/27/17 - F	<i>Popular Culture</i> Ch.1 cont’d	Discussion and class exercise: interpreting popular culture, In-class Writing assignment

Week 3

1/30/17 - M	Census Day	Census Day
1/31/17 - T	Read “Writing a Personal Essay”	Discussion of what makes a good memoir piece / personal essay and how to get from a smart anecdote to a solid piece of writing. Class exercise.
2/2/17 – Th	Read <i>Sex, Drugs...ch. 1</i> “This is Emo” pp. 1-11 Read <i>Sex, Drugs...ch.2</i> “Billy Sim”	Intro to the craft of Klosterman. What is pop culture writing? What are the key functions and indicators of the style? Discussion of readings and Chuck Klosterman’s, writing about gaming and technology.

2/3/17 – F	Rough Draft Due – Essay #1 – Bring in a printed copy of your essay	Rough Draft Workshop Day
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Week 4

2/7/16 – T	Work on Essay #1, Read <i>Popular Culture</i> ch. 2 “Explaining Pop Culture”	Discussion of interpreting and explaining popular culture, semiotics / MLA and formatting, in-class exercises.
2/9/17 – Th	<i>Popular Culture</i> ch. 2 “Explaining Pop Culture” Cont’d // Discussion of editing and formatting	Pop Culture writing cont’d, class exercises // MLA and formatting, in-class writing.
2/10/17 – F	Assignment #1 –Final Draft of essay due on Canvas by 11:55pm	Last minute editing techniques, Revising, Mechanics, Introductions and conclusions. Final Draft of Assignment #1 due by 11:55pm

Week 5

2/14/17 - T	Read <i>They Say I Say</i> “They Say” & “Her Point Is”	Discussion and in-class exercise on academic discourse based on reading, Intro. to Essay #2
2/16/17 - Th	Read <i>Sex, Drugs... ch.4</i> “Every Dog Must Have...” & read <i>They Say I Say</i> “As He Himself Puts It”	Discussion on writing academic reviews on the arts, Klosterman articles, in-class writing assignment. Discussion of how to choose a topic, criteria, and developing your analysis. Sample essays will be provided to look at examples of good and not-so-good review essays.
2/17/17 - F	NO CLASS	No Class – Lincoln’s Birthday

Week 6

2/20/17 - M	NO CLASS	No Class – President’s Day
2/21/17 - T	Read <i>Popular Culture</i> ch. 4 “Popular Print Culture”	Discussion and exercises surrounding print culture, including comics, news, books, and magazines.
2/23/17 – Th	“Popular Print Culture” cont’d	Print culture cont’d – Comics exercise
2/24/17 – F	Read <i>Popular Culture</i> ch.6 “Pop Music”	In-class reading and discussion of <i>Sex, Drugs...</i> ch. 5 “Appetite for Replication” and how to write about pop music.

Week 7

2/28/17 – T	Read <i>Popular Culture</i> ch.8 “Television”	Discussion and exercises surrounding popular television: history, theory, and politics.
3/2/17 – Th	Read <i>Sex, Drugs...</i> ch. 10 “The Lady and the Tiger”	How to write about television and advertising on television vis-a-vie Klosterman
3/3/17 - F	Rough Draft Due –	Rough Draft Workshop Day

Week 8

3/7/17 - T	Read <i>Sex, Drugs...</i> ch.3 “What Happens When People Stop Being Polite”	In-class writing activity and discussion of fame, television, and re-runs.
3/9/17 - Th	Read <i>Sex, Drugs...</i> ch. 11 “Being Zack Morris”	In-class writing activity on episodic television and interpretation of a series.
3/10/17 – F	Assignment #2 Due on Canvas by 11:55pm	Mechanical editing and revising, polishing introductions and conclusions for clarity, MLA review // Assignment #2 Due on Canvas by 11:55pm

Week 000000 - SPRING BREAK

3/14/17 – T	No Class	Spring Break
3/16/17– Th	No Class	Spring Break
3/17/17– F	No Class	Spring Break

Week 9

3/21/17 – T		Intro to Assignment #3/Presentation – How to write a proposal: Research, evaluation of sources, and discussion of research topics and how to choose them.
3/23/17 – Th	Read <i>Popular Culture</i> ch.7 “Cinema and Video”	How to tackle writing about film, using lexicon, film history, and critical thinking. In-class activity
3/24/17 – F	Read <i>Sex, Drugs...</i> ch. 9 “Porn”	In-class writing using the film industry and fame to analyze and interpret popular films.

Week 10

3/28/17 – T	Read <i>Sex, Drugs...</i> ch. 9 “Porn”	In-class writing using the film industry and fame to analyze and interpret popular films.
3/30/17 - Th	Read <i>Sex, Drugs...</i> ch. 6 “Ten Seconds to Love”	In-class writing activity, analyzing Klosterman’s claims. Interpreting and analyzing the “media machine”, class activity
3/31/17 - F	Read <i>Sex, Drugs...</i> ch.16 “All I know is what I read in the papers”	Cont’d

Week 11

4/4/17 – T	Read <i>They Say I Say</i> “As a Result” & “And Yet”	Class activities practicing mechanics and revision strategies; Editing, revising, and analyzing your own paper, practicing a presentation
4/6/17 – Th	Read <i>They Say I Say</i> “Skeptics May Object”	Tackling the nemesis of the academic paper: The Skeptic. How to embrace the opposition.
4/7/17 - F	Read & “So What? Who Cares?”	Cont’d. – In-class writing

Week 12

4/11/17 – T	Assignment #3 Due – Presentations Begin Final Draft of notes due on Moodle by 11:55pm	Class Presentations & Critical Friends
4/13/17 - Th		Class Presentations & Critical Friends
4/14/17 - F		Class Presentations & Critical Friends

Week 13

4/18/17 – T		Class Presentations & Critical Friends
4/20/17 – Th		Class Presentations & Critical Friends
4/21/17 - F	Read <i>They Say I Say</i> “As a Result” & “Ain’t So / Is Not”	Intro to Essay #4 – Narrowing down your research, Incorporating argument, Evaluating your proposal

Week 14

4/25/17 - T	Read <i>Popular Culture</i> ch. 10 “Pop Language”	In-class writing on lexicon, text speak, and language in film, analyzing this in a piece of critical writing.
4/27/17 - Th	Read <i>They Say I Say</i> “But Don’t Get Me Wrong” & “He Say Contends”	Discussion of clinching the argument and concluding with style
4/28/17 - F	Read <i>Popular Culture</i> ch.12 “Forever Pop”	Discussion of what we can learn from popular culture, class activity

Week 15

5/2/17 – T	Essay #4 Rough Draft Due	Rough Draft Workshop Day
5/4/17 - Th	MLA Workshop!	MLA workshop including tips, handouts, activities; Revising
5/5/17 - F	Final Revision day	Last minute editing!

Final

5/9/17	10:45am – 12:05pm – final class, question and answer period	Final Essay Due on Canvas by 11:59pm
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