

Syllabus for Dual Enrollment English 1A/AP English Language and Composition

Semester & Year	Spring 2017	
Course ID and Section #	E2170 & E2171	
Instructor's Name	Raven Coit	
Day/Time	M-F, 820-920 a.m.	
Location	CA 7 Fortuna High	
Number of Credits/Units	4	
Contact Information	<i>Office location</i>	CA7
	<i>Office hours</i>	Lunch, 5th period
	<i>Phone number</i>	707-725-4461
	<i>Email address</i>	rcoit@fuhsdistrict.net
Textbook Information	<i>Title & Edition</i>	<i>Culture: A Reader for Writers</i>
	<i>Author</i>	Mauk
	<i>ISBN</i>	978-0-19-994722-5
Textbook Information	<i>Title & Edition</i>	<i>So What: The Writer's Argument</i>
	<i>Author</i>	Schick & Schubert
	<i>ISBN</i>	978-0-19-994907-6

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

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 the Fortuna High School counseling office, and [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/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:

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 Fortuna High vice principal and/or 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

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Emergency Procedures for the Fortuna High campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). 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 you are told to by your teacher or school administrators, or emergency personnel.

The Tools You Need For This Course

Required Course Content: You need these the first week

- *Culture: A Reader for Writers* by Mauk
- *So What: The Writer's Argument* by Schick & Schubert

Required Materials: you need these the first week

- A spiral bound notebook dedicated to this class only
- A binder to organize handouts, assignments, and in-class writing
- Reliable Access to the Internet and a printer
 - at home **or** a willingness and ability to use the on-campus labs every week
- Microsoft Office Programs and Google Drive
 - Both are free downloads for students. You will need them for class every week

Necessary Internal Ingredients: we will build these all semester. Be ready to start on day 1

- Collegial and respectful manner
- Willingness to try new things and to consider revising things you already do
- Commitment to communication and dedication to this course, to your class colleagues, and to your professor
- Bravery, determination, vulnerability
- The patience to value difficult processes
- The willingness to ask for assistance and advice
- The ability to recognize your own successes and champion the successes of others

Learning outcomes and how class works:

**Our class has overall student learning outcomes:
these are the big, measurable goals identified on the cover page.**

Course Objectives: more specific details explaining how students will meet the outcomes.

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.

How to be Successful in this Course:

Even if English is your least favorite subject, there is a simple formula for success in my courses.

This class doesn't require you to be an expert; it requires you to have *grit*.

You earn your A through **persistence**. It's that simple. Stick with it and meet the milestones.

A's are **earned** in this class **one completed milestone at a time**.

Writing (milestone assignments and Writing Explorations):

All strong writers know that the trick to writing an essay is to build it in pieces. Every milestone assignment we do is purposefully built to help you practice and build your next essay. Because of this, completing the milestones is non-negotiable. They are as important as the finished essay.

Reading is a milestone:

Successful reading is a skill you will strengthen in this class and the foundation of everything we do. You'll quickly learn that reading for our class is a "pencil in hand" kind of milestone, just like completing math equations or writing a lab report after observing an experiment. Because *how we read* is connected to *what we read*, you'll be practicing a number of different processes as a part of class. The best advantage you can give yourself is the patience to go slowly and the persistence to re-read a second or third time.

Late work and college success:

Let's imagine this was competitive weightlifting 101 instead of an English class. Now let's imagine you were bench pressing 40lbs on Tuesday in week 2 and needed to meet your goal of pressing 55lbs by the end of week 3. If you did not lift every other day, a little more each time you lifted, there's no way you could successfully lift another 15 lbs consistently by the end of week 3. This is an example to explain why **allowing late work in a class hurts students rather than helping them**. I cannot move you toward your goal in stages if I let you turn in the stages after (or right before) the goal is due. It will look just as weak and rushed as a weight lifter shaking to manage that 55lbs. Nope. Not a good idea.

But in the real world, real life happens. So I give you enough opportunities to submit late to cover you, but not enough to mislead you into bad habits. You have one additional day for every excused day you are absent. Please talk to me if there are other circumstances. Our Final exam is the last day of class. No late work can be submitted following that day.

Asking for Clarification: Seeking answers to your questions also is an essential habit for success. If you have a question, consider the avenues available to answer your question (the syllabus, course materials, online materials, classmates, writing center tutors, librarians, and your professor) and be persistent in finding solutions. Make a plan for a route to your answer outside of just me, because if you have a question two hours before the due date, I may not get back to you in time.

Expectations of This Course and Your Professor

Here's what to expect in terms of email, grading, feedback, and overall course experience

Expect this course to be challenging and a lot of fun: I know this is an English course and I teach English, so there's a good chance you don't believe me right now, but give me a chance to prove it to you.

Expect Grading to be Fair, Consistent, and Clear

I use grading rubrics for essays, milestones, class participation, and responses. You should always know why you earned the grade you did, what to strengthen, or what to keep doing because it is great!

Course Grading:

100%	A+	99-93%	A	92-90%	A-	79-77%	C+	76-70%	C		
89-87%	B+	86-83%	B	82-80%	B-	69%-67%	D+	66%-60%	D	59%-below	F

Expectations You Meet as a Student

Here's what I expect from you as a student in this course

I expect participation that demonstrates Professionalism, Preparedness, and Engagement:

Demonstrate your **professionalism**

- Arrive on time or in advance so you're ready to start when class starts.
- Respect the voices of others and be gracious while others are speaking.
- Use professional, collegial language in class.
- Do not eat or engage in other activities that are distracting or disrespectful to the group.

Demonstrate your **preparedness**

- Have online milestones completed by the due date.
- Have in-class milestones printed, prepared, and ready to workshop on the due date.

Demonstrate your level of **engagement**

- Listen thoughtfully to the professor and your class colleagues.
- Focus your energy and attention to the class objectives for the day.
- Put away electronic devices/close online programs/close printed material that directs your attention or eyes away from the class objectives.
- Thoughtfully contribute to class in ways that advance the learning for the group.

If I notice you demonstrating a behavior, I will mention it to you after class unless it requires immediate discussion.

I expect you to submit original work. I expect you to give credit to all sources used by you.

Plagiarism is the use of someone else's words or ideas in your writing without giving credit. When you use someone's words or ideas, you must cite your source. This includes paraphrasing and summarizing from a text. Working with another student and submitting similar work is also plagiarism. Do your own work unless a group project is the stated goal. I use turnitin to verify your work is your own and I follow the academic misconduct code for the College if cheating/plagiarism occurs.

Writing Explorations and Essays:

One of the most essential learning objectives this class will teach is to write in drafts and revise your work. In order to help you reach this learning objective, you will write weekly in class arguments. These writings will form the foundation of your polished essays. The polished essays (2) will examine different styles and purposes of argument. Each of these essays will be accompanied by a reflection letter. The Portfolio is a revised version of either Essay 1 or 2, accompanied by the original and in-process revision drafts of your work.

Overall Course Details and Deadlines

Student Athletes and missing class:

Instructors are notified when student athletes will be required to miss class and those absences are automatically considered “excused.” Student athletes are still expected to meet online due dates and to come prepared with any in-class homework the next scheduled class session. **Athletes, please notify me 3-4 days in advance of missing class for an athletic reason so that we can plan.**

Emergency Absences and notifying me in advance:

Medical or legal emergencies will be addressed on a case by case basis and require documentation. Examples include a court date or a visit to the ER for the student or his or her dependents. Funerals are also considered an emergency, but require you to contact me in advance and work out a plan. If you are absent from class with no notice for a week and then notify me that you were at a funeral, I cannot assist you the same way I would if you notified me as soon as you knew you would need to miss class. Please clear all absences through Ms. Young in the main office.

Miscellaneous Classroom Policies:

Food – Food is permitted in the classroom. Make sure it’s not smelly, noisy, or messy. Beverages are allowed so long as they are in a container that will not spill (has a lid).

Leaving the classroom – please do not leave the classroom once the class has started. If it is an emergency and you must leave, please do so discreetly without disrupting the rest of the class, and re-enter class discreetly as well. **Please attend to restroom needs prior to the start of class. Leaving class regularly for the restroom or refilling water bottles is disruptive for you and others. If you anticipate needing to leave because of an ongoing condition, please speak with me about this.**

Electronics – students may use electronic devices to take notes during class or to use electronic dictionaries. You can use headphones to listen to music when appropriate, and if you have to answer the phone, please go outside.

Contesting a Grade -- Students have one-week from the time an assignment has been returned to contest the grade with the instructor; after that time the grade will stand. If for any reason you are not sure why you earned the grade you received, or if you unclear on the grading policies, please do not hesitate to contact me immediately. This is especially true if you are thinking about revising your work and resubmitting it for a higher grade.

Incomplete Grade– The professor makes the decision on whether to grant an incomplete opportunity based on individual student information. Incompletes will be considered only in extenuating circumstances and with the approval of the principal. Incompletes are not an option to repair a low grade earned throughout the semester. A student must have already demonstrated significant and successful course progression to be considered for an incomplete.

The professor reserves the right to make adjustments to the syllabus and course calendar as necessary. Students will be notified of any changes in an announcement in Google classroom, as well as a verbal announcement in class.

Tentative Calendar and Major Assignment Due Dates

Unit 1	
Week 1 1/18-21	First semester final exam: submit MAJOR ASSESSMENT polished draft of research paper with complete and accurate MLA citations, use of parenthetical citations, 5 or more published, credible sources, one personal interview. Submit with rubric, peer review, and reflection. Paper in MLA style minimum 8 pages including bibliography.
Week 2 1/25-28	Practice in text citations and building synthesis of sources while writing an argument. Respond to practice synthesis prompt. *formative assessment: Space Exploration Synthesis Prompt
Week 3 1/30-2/3	Read and discuss “So What?” Chapter 2, apply concepts with practice responding to synthesis prompt. *formative assessment: Marketing Synthesis Prompt
Week 4 2/6-2/10	Use rubric to self assess and peer review written arguments *formative assessment: Argument prompt “The Ethicist” by Randy Cohen
Week 5 2/13-18	*formative assessment: Practice powerful thesis statements 4 practice argument prompts--write first paragraph and make outline
Week 6 2/20-24	Presidents Break

Week 12 4/2-7-3/3	Read and Analyze another Essay from <i>Culture</i> “Post Conflict Potter” Rhetorical Analysis Prompt: Peer Review? Rubric review, Revise
Week 13 4/2-7-3/3	Read and Analyze another essay from <i>Culture</i> “Living Within Social Networks” Rhetorical Analysis Prompt: Peer Review?
Week 14 4/2-7-3/3	Read and Analyze “The Implogical World of US Immigration” by Katelyn Langdale from <i>Culture: A Reader for Writers</i>
Week 9 3/13-17	Read and discuss Chapter 5 of <i>So What?</i> Prep for AP Exam with Practice Test and Analysis (Rhetorical Analysis, Argument, Synthesis)
Week 10 3/20-24	Introduce SOAPSTONE Practice on Advertisements Write Analysis Paragraphs
Week 11 3/27-3/31	Read and Analyze another essay from <i>Culture</i> “Throwing the Last Stone” Rhetorical Analysis Prompt

Week 15 5/1-5	Prep for AP Exam with Practice Test and Analysis (Rhetorical Analysis, Argument, Synthesis)
Week 16 5/8-12	Final Exam: AP Language and Composition Exam at 8:30 a.m. on Wednesday May 10 th