

<b>Syllabus for English 1A – Eureka Campus</b>		
<b>Semester &amp; Year</b>	Fall 2017	
<b>Course ID and Section #</b>	ENGL-1A-E3072	
<b>Instructor's Name</b>	Jonathan WAKNINE	
<b>Day/Time</b>	T,TH&F 11:40-12:55	
<b>Location</b>	HMHU 217	
<b>Number of Credits/Units</b>	4	
<b>Contact Information</b>	<i>Office location</i>	Cafeteria
	<i>Office hours</i>	Wednesday 5:05-6:30pm
	<i>Phone number</i>	
	<i>Email address</i>	Please Contact Me Via Canvas
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	Reader
	<i>Author</i>	Various
	<i>ISBN</i>	N/A
<b>Course Description</b>		
<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 sourcebased writing, employing correct MLA documentation, is required; minimum 6,000 words formal writing.</p>		
<b>Student Learning Outcomes</b>		
<p>1. Analyze argumentative claims. 2. Respond to arguments with persuasive critical essays. 3. Locate, synthesize, and document sources for use in response to arguments.</p>		
<b>Special Accommodations</b>		
<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 <a href="#">Disabled Students Programs and Services</a>. Students may make requests for alternative media by contacting DSPS at 707-476-4280.</p>		
<b>Academic Support</b>		
<p>Academic support is available at <a href="#">Counseling and Advising</a> and includes academic advising and educational planning, <a href="#">Academic Support Center</a> for tutoring and proctored tests, and <a href="#">Extended Opportunity Programs &amp; Services</a>, for eligible students, with advising, assistance, tutoring, and more.</p>		
<b>Academic Honesty</b>		
<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: <a href="http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services">http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services</a>, 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.</p>		
<b>Disruptive Classroom Behavior</b>		

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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](mailto: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.*

**Prerequisite**

*English 102 or English 150.*

**General Purpose/Objective**

*In the broadest sense, the capital objective of this course is to make you more conscientious readers and writers, and, by extension, to encourage a mindset that is at once critical and reasoned.*

**Readings**

*A large number of readings focus on how to construct compelling arguments, improve writing skills, and polish your mechanics. Writings on how to effectively carry out research are also vital to this course.*

*In an effort to appeal to the tastes of as many students as possible, supplementary readings for this course cover a wide range of topics. Almost all of the readings are non-fiction and of the persuasive sort. Themes and topics are enumerated below.*

- |  |                       |
|--|-----------------------|
| - Reasoned/Persuasive Argumentation      | - Gene-editing        |
| - Improving Writing Skills and Mechanics | - Global Warming      |
| - Introspection & Prospection            | - Ocean Acidification |
| - The Everyday Grind                     | - Friendship          |
| - Shame                                  | - Loneliness          |
| - Addiction                              | - Greed               |
| - Societal Progress                      | - Excess              |
| - Artificial Intelligence                | - Equality            |

**Reading & Study Schedule**

*Please note: Reading are posted on the day they are assigned, and should be completed by the next class meeting. In other words, readings listed for 8/29 are those that are assigned on the first class session and should be read by 8/31, the second class session. The entire schedule follows this pattern.*

**8/29**

- “The Ultimate Guide to Writing Better Than You Normally Do” by Colin Nissan
- “We Fear the Wrong Things” by David G. Meyers

**8/31**

- “How to Write with Style” by Kurt Vonnegut
- *Word Power* by Norman Lewis (pages 3-18 and 19-25)

**9/1**

- “On writing” by Stephen King
- Examples of effective cover letters and statements of purpose.

**9/5**

- “Getting Started on Research” By Barbara Rockenbach
- “Naps” by Barbara Holland

**9/7**

- “How Do We Analyze Arguments” by K. Schick and L. Shubert
- “A Wandering Mind Is An Unhappy Mind” by Mathew Killingsworth and Daniel Gilbert

**9/8**

- “What About Style” by K. Schick and L. Shubert

**9/12**

- “Proposing a Solution” by R.B. Axelrod and C.R. Cooper
- “The Work You Do, The Person You Are” Toni Morrison

**9/14**

- "Proposing a Solution" by R.B. Axelrod and C.R. Cooper

**9/15**

- "How Do We Find Faults and Gaps" by K. Schick and L. Shubert

**9/19**

- "How Do We Find Faults and Gaps" by K. Schick and L. Shubert

**9/21**

- Study for Test 1

**9/22**

- "Human Progress Quantified" Steven Pinker
- "The State of the World Isn't As Bad As You Think" Steven Quartz

**9/26**

- "I, For One" Joshua Bongard
- *Rise of the Robots* (Introduction) by Martin Ford

**9/28**

- Study for in-class writing assignment

**9/29**

- *Rise of the Robots* (Chapter 1) by Martin Ford
- Watch "The Matrix"

**10/3**

- "Designer Humans" Mark Pagel
- "DNA Programming" Paul Dolan
- "Growing a Brain in a Dish" Simon Baron-Cohen
- Mechanics: Quotation Marks and Apostrophes

**10/5**

- Watch "An Inconvenient Truth" or "An Inconvenient Sequel: Truth to Power"
- Mechanics: Parallelism and Coordination and Subordination

**10/6**

- *Seasick* (Prologue and Chapter 1) by Alanna Mitchell

**10/10**

- "Drugs" by Gore Vidal
- "The Addicts Next Door" by Margaret Talbot

**10/12**

- "Only Disconnect" Gary Shteyngart

**10/13**

- "Have Smartphones Destroyed a Generation?" Jean M. Twenge

**10/17**

- "Microbial Attractions" Pamela Rosenkranz
- "Bugs R Us" Nina Jablonski
- "Fecal Microbiota Transplants" Joichi Ito

**10/19**

- Study for Test 2

**10/20**

- "Easy Tiger" David Sedaris
- "Bilingualism in America" S.I. Hayakawa

**10/24**

- "Like, Uptalk?" James Gorman

**10/26**

- Study for In-class Writing Assignment 2

**10/27**

- Listen to "129 Cars" by NPR ("This American Life")
- "Interpreting Stories" R.B. Alexrod and C.R. Cooper

**10/31**

- "The Standard of Living" by Dorothy Parker
- "Interpreting Stories" by R.B. Alexrod and C.R. Cooper

**11/2**

- "A Supposedly Fun Thing I'll Never Do Again" by David Foster Wallace (parts 1-3)

**11/3**

- "A Supposedly Fun Thing I'll Never Do Again" by David Foster Wallace (parts 3-8)
- "Loneliness...An American Malady" by Carson McCullers

**11/7**

- "A Supposedly Fun Thing I'll Never Do Again" by David Foster Wallace (parts 9-11)

**11/9**

- "A Supposedly Fun Thing I'll Never Do Again" by David Foster Wallace (parts 11-end)

**11/10 NO CLASS****11/14**

- "An American Dream and the American Negro" by James Baldwin

**11/16**

- "A Vindication of the Rights of Woman" by Mary Wollstonecraft

**11/17**

- "What's Wrong with Cinderella" by Peggy Orenstein
- "Good English and Bad" by Bill Bryson

**11/21**

- "Folktale Liberation" by Allison Lurie

**11/23 NO CLASS****11/24 NO CLASS****11/28, 11/30, & 12/1**

- Prepare for presentations

**12/5, 12/7, & 12/8**

- Finish research paper and study for final

**Important Dates**

9/8 Last Day to Drop with a W

9/12 First collection of journals

9/21 First participation grade

9/22 Test 1

9/26 Second collection of journals

9/29 In-class Writing Assignment 1

10/6 First draft of Paper 1

10/10 Introduction of Research Paper topic

10/12 Second participation grade

10/13 Final draft of Paper 1

10/17 Meeting with prof to discuss research topic

10/19 Reading roadmap for Research Paper

10/20 Test 2

12/1 Introduction, thesis statement, and conclusion for Research Paper

12/5 & 12/7 Presentations

12/8

- Presentations
- Fourth participation grade
- Final draft of Research Paper

12/12 FINAL EXAM 10:45-12:45

10/24 Third collection of journals

10/27 In-class Writing Assignment 2

11/2 First draft of Paper 2

11/7 Thesis statement for Research Paper

11/9 Final draft of Paper 2

11/10 NO CLASS

11/21 Fourth collection of journals

11/23 NO CLASS

11/24 NO CLASS

11/28 Outline for Research Paper

11/30 Works cited for Research Paper

**Grades**

*All grades will be consistently posted on **Canvas**. If you think that I made a clerical error while inputting grades, then please bring that to my attention. Although I encourage you to come to my office hours to discuss content related aspects of any graded class assignment, please note that grades themselves are non-negotiable.*

*N.B.: I will not discuss your grades with anyone except you. If your mother, father, brother, sister, boyfriend, girlfriend, aunt, uncle, legal guardian, or any person inquires about your grade or classroom performance I will graciously decline speaking on the matter.*

*The class will be graded on a scale of **1000 points**. At the end of the semester, it will be very easy to calculate your grade. For example, if at the semester's end you have earned 932 points, then you will have a 93.2% in the class.*

*You will be graded on the following scale:*

A 100-93; A- 92.99-90; B+ 89.99-87; B 86.99-83; B- 82.99-80; C+ 79.99-77;

C 76.99-73; C- 72.99 -70; D+ 69.99-67; D 67.99-60; F 59.99-0

### **Point Distribution**

*The total of 1000 course points will be distributed in the manner below.*

<u>Paper 1</u> : 80 points. Distributed in three parts:	- Thesis Statement: 10 points
- In-class writing assignment: 30 points	- Outline: 10 points
- First Draft: 10 points	- Works Cited: 10 points
- Final Draft: 40 points	- Introduction, thesis statement, and conclusion: 10 points
<u>Paper 2</u> : 80 points. Distributed in three parts:	- Presentation: 50 points
- In-class writing assignment: 30 points	- Final Draft: 80 points
- First Draft: 10 points	
- Final Draft: 40 points	
<u>Research Paper</u> : 210 points. Distributed in 9 parts:	<u>Test 1</u> : 100 points
- Introduction of topic: 10 points	<u>Test 2</u> : 50 points
- Meeting with prof to discuss topic :20 points	<u>Final Exam</u> : 100 points
- Reading Roadmap: 10 points	<u>Participation</u> : 200 points
	<u>Journal</u> : 140 points
	<u>Pop quizzes and/or miscellanea</u> : 40 points

### **Writing Prompts**

*Prompts for in-class writing assignments, journals, papers, and miscellaneous assignments will be handed out in class and/or posted on Canvas.*

### **Participation**

*As is evidenced by the **200 points** allotted to this category, I believe that your active participation in the classroom is a quintessential component of your learning experience in English 1A. Treat in-class time as an opportunity to hammer out, elaborate upon, refine, or refute ideas and notions posited in the readings or in your writing.*

*N.B.: **Points are not earned by simply showing up to class.** This is a participation grade, not an attendance grade. Points will be deducted for absenteeism, but not earned for simply attending.*

**Be prepared to be called upon in class.**

### **Peer Revision**

*Throughout the course of the semester you will help revise, edit, and correct your classmates' drafts. **You must share your drafts with your classmates for collaborative group work. Keep that in mind when you are writing...***

### **Late Work & Make-up Policy**

*In principle, no late work will be accepted and no make-up opportunities for any work (i.e., in-class work, quizzes, tests, exams, presentations, papers, etc.), will be provided, except in the case of a documented, verifiable excuse. An acceptable form of excuse is a letter from a professional (such as a doctor, lawyer, civil servant, CR administrator, etc.) on official stationery documenting your absence. All documentation will be verified for authenticity.*

*There will be **one** exception to this policy: The due date of your research paper is 12/8; however, you may turn it in up until **12/12 at 10:45am** (the day of your final) with a **10-point penalty**.*

**Submission of Papers, Tests, Homework, & Journals**

All course work must be submitted in hard-copy form. You may **not** submit work electronically, unless told otherwise.

**Plagiarism and Cheating**

*It's not worth it.*

Point distribution in this class is such that no one assignment, paper, test, etc., can "make or break you." As such, if confronted with the choice of not completing an assignment or plagiarizing, then definitely choose the former over the latter.

Here are some examples of what may qualify as cheating: any means of obtaining information for yourself during an exam, which include using electronic devices such as a cell phone, computer or notebook, or using your own scratch paper; any means of passing information to another student, which includes electronic texting, video conferencing, talking or passing a note during a test; turning in another's work (in whole or part) as your own.

**Attendance Policy**

**More than 6 unexcused absences will result in a failing grade for the course.** Do not make any travel arrangements that would prevent you from taking exams, turning in papers, or presenting.

Points will be deducted for absenteeism in the following manner:

- 1<sup>st</sup> unexcused absence: no penalty
- 2<sup>nd</sup> unexcused absence: no penalty
- 3<sup>rd</sup> unexcused absence: minus 10 points
- 4<sup>th</sup> unexcused absence: minus an additional 20 points
- 5<sup>th</sup> unexcused absence: minus an additional 40 points
- 6<sup>th</sup> unexcused absence: dropped from course**

Therefore, if you were to have 5 unexcused absences on your record, then you would lose 70 points, or 7% of your overall grade.

As with absenteeism, habitual tardiness will not be permitted. Arriving late and leaving early can be disruptive to the overall classroom environment. If you arrive to class late or leave early you will lose points. **If you arrive to class more than 25 minutes late or leave more than 25 minutes early, it will count against you as an absence.**

Points will be deducted for tardiness in the following manner:

- 1<sup>st</sup> & 2<sup>nd</sup> tardy (or leaving early): no penalty
- 3<sup>rd</sup> -11<sup>th</sup> tardy (or leaving early): **minus 5 points each time**
- 12<sup>th</sup> tardy (or leaving early) and thereafter: **minus 20 points each time**

**Classroom Etiquette & Behavior**

As the course is communicative in nature, please do not eat during class (drinking is fine). In addition, in order to create a focused, communal environment please refrain from using your laptops and cell phones in class.

Attempts to bully, threaten, intimidate, or harass your classmates will not be tolerated under any circumstance.

You should not come to class under the influence of drugs or alcohol.

In sum, please **do not: eat, use electronic devices, or mistreat your classmates.**

**Recording & Disseminating**

**No video or audio recording is permitted in the classroom** *without the expressed written consent of the instructor. No audio or video content of the class may be disseminated in any form or forum whatsoever.*

**Amending Syllabus and/or Course Calendar**

*The instructor reserves the right to amend, adjust, or otherwise modify this syllabus and course calendar at any time during the course.*

**Contact Information**

*Take down the contact information of at least two fellow students.*

Name: \_\_\_\_\_ Phone: \_\_\_\_\_ e-mail : \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_ e-mail : \_\_\_\_\_

**Supplies**

Course Books and Reader  
Binder  
Dividers  
Lined Paper  
Computer Paper

Mechanical Pencils (2)  
Black Pens (2)  
Highlighters (2)

Frequent Access to a Computer (which all students have, as there are computers to use on campus, and even laptops available for rent)

Backpack, satchel, or any such sturdy bag in which you can carry your belongings