

Syllabus for Engl 1A		
Semester & Year	Fall 2017	
Course ID and Section #	ENGL1A –E4318	
Instructor’s Name	Dr. Jennifer Mary Brown	
Number of Credits/Units	4.0	
Day/Time:	MW 11:40am – 1:45pm	
Location:	St. Bernard’s HS 101	
Contact Information	<i>Office location</i>	HU 121
	<i>Office hours</i>	Tues 5pm-6pm
	<i>Phone number</i>	
	<i>Email address</i>	Jenny-brown@redwoods.edu
Textbook Information	<i>Title & Edition</i>	See Below for textbook info
	<i>Author</i>	
	<i>ISBN</i>	
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.		
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. Revise and edit for sentence structure and mechanics.		
Necessary Computer Skills		
For completion of this course, all students should be able to use Canvas software, as well as email, Microsoft Word (or other word processing program), and read PDF files. Students should also know how to play video and/or audio and record on their own to upload to Canvas. See https://www.redwoods.edu/online/Help-Student for full Canvas requirements. Microsoft Office 365 is available for free to students who are currently attending CR. The service includes Office Online (Word, PowerPoint, Excel, and OneNote), 1TB of OneDrive storage, Yammer, and SharePoint sites. See:		
https://products.office.com/en-US/student/office-in-education#FAQS https://www.microsoft.com/en-us/education/products/office/default.aspx		
*		
*Any computer skill issues can be solved by contacting me or Technical Support (see below for details). Don’t hesitate to ask questions at any point.		
Technology Requirements (computer, other hardware, and software)		
Hardware: Computer or tablet with internet access.		
Software: PDF reader and word processing programs (Adobe Reader and Microsoft Word not necessary, but preferred)		
Technology Support		
Before contacting Technical Support please visit the Online Support Page at		

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<http://www.redwoods.edu/online/Help>.

For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact Technical Support at its@redwoods.edu or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

CR technical support can help you with issues regarding your password for Canvas, Web-Advisor and your mycr.redwoods.edu email. They can be reached at its@redwoods.edu or by calling either (707)476-4160 or 800-641-0400, ext. 4160, between 8:00 a.m. and 4:00 p.m., Monday through Friday. You may send emails to them any time and they will respond within one business day.

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.

Regular Effective Contact

This class will consist of regular lessons, discussions, and submitted assignments. I will respond to all submitted items and students are expected to respond to classmates in the discussion. I encourage you all to message me and each other in Canvas and keep an open dialogue in the course.

Academic Support and Resources

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. The following resources are available to support your success as a student:

- CR-Online (Resources for online students): <http://www.redwoods.edu/online>
- Library (including online databases): <http://www.redwoods.edu/library/>
- Canvas help and tutorials: <http://www.redwoods.edu/online/Canvas>
- Student Online Hand Book: <http://www.redwoods.edu/Portals/72/Documents/Students/CR-OnlineStudentHandbook.pdf>

Course Communication

Students may contact me at any point using email (jenny-brown@redwoods.edu), on campus during my office hours, face-to-face by appointment, or in the weekly Q&A discussion module.

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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: <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 College of the Redwoods:

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency at the college 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.

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 music, music writing, and music 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.

Course Requirements and Expectations of Student:

Students should expect to:

1. Demonstrate use of rhetorical techniques in the production of original pieces of writing.
2. Read professional and student texts actively and critically.
3. Use the writers' workshop and/or peer and instructor feedback to evaluate their own manuscripts as well as the manuscripts of others.
4. Participate in a community of writers.
5. Submit assignments in a timely manner and dedicate time and energy into our community of writers.

Course Expectations of Instructor:

Students should expect that their instructor will:

1. Participate as a community member
2. Be available within 24 hours of written communication
3. Treat students fairly and with respect to all participants
4. Provide prompt and adequate feedback for all assignment submissions
5. Provide help to anyone that needs it.

Course Participation Policy

Students are expected to comply with all expectations and requirements of students (see above). Each of you is an important member of our community and should accept responsibility to be part of the workshop at all times. You will quickly establish your role in the workshop, and we will miss you when you do not participate.

Required Texts

- Hornby, Nick. *Songbook*. New York: Riverhead Books, 2003. Print.
- Wardle, Elizabeth and Doug Downs. *Writing About Writing: A College Reader* (3rd Edition). Boston: Bedford/St. Martin's, 2017. Print.
- Woodworth, Marc and Ally-Jane Grossman. *How to Write About Music*. New York: Bloomsbury Academic, 2015. Print.

Course Assignments and Requirements

Writing Assignments:

Course assignments will be posted on Canvas in Assignments, located on the left side panel of the course home page. The due date for each assignment will be clearly indicated underneath each assignment, as well as repeated within the assignment explanation under each assignment heading. Course assignments are expected to be completed by the assignment due date.

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 and Online Discussion Assignments:

In-Class: 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.

Online: Online discussion prompts will be posted at least one week in advance, and you will have those 7 days to complete the assignments and respond to 2 peers in the discussion. The original post will be a minimum of 250 words, while the thoughtful responses will be a minimum of 150 words.

These Assignments 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). **They cannot be made up or turned in late.**

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.

Late Work

Work will be considered *Late* if posted after the due date indicated on the assignment page. Points will be taken off for each day the required assignment is late.

Discussion submissions cannot be turned in late or made up later.

Grade Distribution

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

10 pts. - In-class writing, online discussions*

*In class-writings and online discussions will graded for completion. Half credit may be given.

10 pts. - Class Participation

= 100 pts. total

Note about Canvas: Since some of your assignments and participation come from face-to-face classroom exercises and lessons, **do not** refer to the Canvas auto-grader to find your anticipated grade. It will **NOT** be accurate.

Drop/Withdrawal

The Last Day to Drop without a “W” and Receive a Refund is **09/08/2017**. The Last Day for Student Initiated Withdrawal (no refund) is **11/03/2017**. The Last Day for Faculty Initiated Withdrawal is also **11/03/2017**.

Assignments

Assignments will be located under the **Modules** and **Assignments** tabs on the left tool bar on the Canvas homepage for our class. Students will be expected to check back daily for updates, discussions, and assignments.

Please visit <https://www.redwoods.edu/online/Canvas> for Canvas help.

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.

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.

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.

Weekly Schedule (including important course dates)*

*subject to change

Date	Assignment Due Today	Lesson
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Week 1: Introduction

8/28/17- M	First Class! Buy your books!	Introductions, Syllabus Q&A
8/30/17- W	Read Foreword & Introduction to <i>How to Write About Music</i> (link on Canvas)	Discussion: What is argumentative writing? What is music writing? Why do we need it? Discussion and activity on your personal writing process, interpretation of text, and problem solving in your writing.

Week 2: Joining the Conversation

9/4/17 - M	All College Holiday	Labor Day – No Class
9/6/17 -W	Read <i>Writing About Writing</i> ch.1 (pp. 1-15) & Introduction and to <i>Songbook</i>	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
9/8/17 - F	Census Day	Census Day

Week 3: Writing about Writing about Music

9/11/17 - M	Read <i>Writing About Writing</i> ch. 2, pp. 68-98 “Sponsors of Literacy”	Who were your literacy sponsors? Who introduced you to reading? What about music? Who are the people that have influenced your tastes? When is it time to break free from them?
9/13/17 – W	Read <i>Songbook</i> ch’s 2-3 “Thunder Road” and “I’m Like a Bird” Rough Draft Due – Essay #1 – Bring in a printed copy of your essay	Discussion: How to write about BIG stars like Bruce Springsteen, small stars like Nelly Furtado, and yourself. & Rough Draft Workshop Day

Week 4: Writing about YOUR Music

9/18/17 – M	Read <i>Songbook</i> ch. 4-6 “Heartbreaker”, “One Man Guy”, & “Samba Pa Ti”	Reading Discussion: Interpreting and explaining music culture / MLA and formatting, in-class exercises.
9/20/17 - W	Read <i>Writing about Writing</i> pp. 223 – 235 “All Writing is Autobiography”	Reading Discussion: Autobiography // More MLA and formatting, Last minute editing exercises
9/22/17 – Friday	Assignment #1 –Final Draft of essay due on Canvas by 11:59pm	Final Draft of Assignment #1 due by 11:55pm

Week 5: The Album Review

9/25/17 - M	Read <i>Writing About Writing</i> pp. 31-43 “Argument as Conversation”	Discussion and in-class exercise on academic discourse and argument // Intro. to Essay #2
9/27/17 - W	Read <i>How to Write About Music</i> ch. 1 “The Album Review” (pp.17- 35) Discussion post due by 11:59pm on Canvas	Reading Discussion: how to choose a topic, criteria, and developing your analysis.
9/30/17 - Saturday	2 peer comments to discussion thread on Canvas due by 11:59pm	

Week 6: Track By Track

10/2/17 - M	Read <i>Writing About Writing</i> pp. 343-347 “Learning the Language” & <i>Songbook</i> ch. 7-8 “Mama You Been on My Mind” and “Can You Please Crawl Out Your Window”	Discussion and exercises surrounding the language of music writing and what’s important about it. Linguistics!
10/4/17 - W	Read <i>Songbook</i> ch. 9-11 “Rain”, “You Had Time” and “I’ve Had It”	Writing language cont’d., In-class writing

Week 7: Digging Deep: Music Analysis

10/9/17 – M	Read <i>How to Write About Music</i> ch.3 “Track by Track”	What to keep and what to delete: How to edit songs down to important and throw-aways. Trusting your writing instinct.
10/11/17 – W	Read <i>How to Write About Music</i> ch.4 “Analysis” Rough Draft Due – Assignment #2 – Bring in a printed copy of your essay	How to analyze music in your writing. // Rough Draft Workshop Day

Week 8: Editing, Polishing, and Revising

10/16/17 - M	Read Read review of Flake Music’s <i>When You Land Here, It’s Time to Return</i> from <i>Pitchfork</i> (link on Canvas) & <i>Songbook</i> ch. 12-13 “Born For Me” and “Frankie Teardrop”	In-class writing activity and discussion of tracking a band album by album. How to judge one against the other.
10/18/17 - W	Read <i>Writing About Writing</i> pp. 852-857 “Shitty First Drafts”	Mechanical editing and revising, polishing introductions and conclusions for clarity, MLA review

10/20/17 – Friday	Assignment #2 Due on Canvas by 11:55pm	Assignment #2 Due on Canvas by 11:55pm

Week 9: The Research Proposal

10/23/17 – M	Read <i>Writing About Writing</i> pp. 600-618 “Argument as Emergence, Rhetoric as Love”	Intro to Assignment #3 & #4 Presentation & Essay – How to write a proposal: Research, evaluation of sources, and discussion of research topics and how to choose them.
10/25/17 – W	Read <i>How to Write About Music</i> ch. 8 “The Artist Profile”	How to tackle writing about one artist’s career, using lexicon, history, and critical thinking. In-class activity

Week 10: Writing about Writing about Music, Cont’d.

10/30/17 – M	Read <i>How to Write About Music</i> ch. 6 “The Personal Essay”	The aware writer: How to bring yourself into your work as a critic.
11/1/17 - W	Read posted articles by and about Lester Bangs Discussion post due by 11:59pm on Canvas	Discussion on Lester Bangs and the emotional rock writer: What is he doing right/wrong?
11/4/17 – Saturday	2 peer comments to discussion thread on Canvas due by 11:59pm	

Week 11: Editing, Expanding, and Exploring

11/6/17 – M	Read <i>Writing about Writing</i> pp. 824-829 “Expanding Constraints” & <i>How to Write About Music</i> pp. 181-184 “How is Music Writing Different?”	Class activities practicing mechanics and revision strategies; Editing, revising, and analyzing your own paper, practicing a presentation
11/8/17 – W	Read posted Greil Marcus articles	Tackling the nemesis of the academic paper: The Skeptic. How to embrace the opposition.
11/10/17 - F	All Campus Holiday	Veteran’s Day

Week 12: Research Proposals

11/13/17 – M	Assignment #3 Due – Research Proposals Begin Final Draft of notes due on Canvas by 11:40am	Class Research Proposals & Critical Friends
11/15/17 – W	Research Proposals	Class Research Proposals & Critical Friends

Week 13: Research Proposals

11/20/17 – M	Research Proposals	Class Research Proposals & Critical Friends
11/22/17 - W	Class Canceled	Class Canceled
11/23-24/17 -TF	CR CLOSED	Thanksgiving!

Week 14: Doing the Work

11/27/17 - M	Read <i>How to Write About Music</i> pp. 258-260 “What Sources Do You Use?” & <i>Songbook</i> ch. 16-17 “Smoke” & “A Minor Incident”	Narrowing down your research, Incorporating argument, Evaluating your proposal
11/29/17 - W	Read <i>How to Write About Music</i> ch. 12 “Cultural Criticism” Discussion post due by 11:59pm on Canvas	Discussion: clinching your argument, seeing the bigger picture, and concluding with style
12/2/17 – Saturday	2 peer comments to discussion thread on Canvas due by 11:59pm	

Week 15: Editing

12/4/17 – M	Assignment #4 Rough Draft Due	Rough Draft Workshop Day
12/6/17 - W	MLA Workshop!	MLA workshop including tips, handouts, activities; Revising

Week 16: Final

12/13/17 - W	Assignment #4 Due on Canvas by 11:59pm	final class, question and answer period
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