

<b>Syllabus for English 1A– Eureka Campus</b>		
<b>Semester &amp; Year</b>	Spring 2018	
<b>Course ID and Section #</b>	English 1A—E3538	
<b>Instructor’s Name</b>	Sean P. Thomas, Ph. D.	
<b>Day/Time</b>	TTh 2:50-4:55	
<b>Location</b>	HUM 114	
<b>Number of Credits/Units</b>	4.0	
<b>Contact Information</b>	<i>Office location</i>	Science 216-I
	<i>Office hours</i>	1:30-2:30 Thursday and by appointment
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	<i>Email address</i>	sean-thomas@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	<ol style="list-style-type: none"> <li>1. <i>A Writer’s Reference</i></li> <li>2. <i>Irresistible</i></li> <li>3. <i>King of Fish</i></li> <li>4. <i>American Subcultures</i></li> </ol>
	<i>Author</i>	<ol style="list-style-type: none"> <li>1. Hacker and Sommers</li> <li>2. Alter</li> <li>3. Montgomery</li> <li>4. Rawson</li> </ol>
	<i>ISBN</i>	<ol style="list-style-type: none"> <li>1. 978-1-319-05744-2</li> <li>2. 978-1-59420-664-1</li> <li>3. 978-0-81334-299-3</li> <li>4. 978-1310906-203-3</li> </ol>
<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 source-based writing, employing correct MLA documentation, is required; minimum 6,000 words formal writing.</p>		
<b>Student Learning Outcomes</b>		
<ol style="list-style-type: none"> <li>1. Analyze argumentative claims.</li> <li>2. Respond to arguments with persuasive critical essays.</li> <li>3. Locate, synthesize, and document sources for use in response to arguments.</li> </ol>		
<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</p>		

## Syllabus for English 1A– Eureka Campus

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 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.*

## Other Important Information

### Participation

The material we address in this course will often be controversial, politically and emotionally charged, and deeply relevant to each one of us. Therefore, from time to time it might be challenging for us to realize that others will have entirely different points of view that, although different from our own, will be based on entirely reasonable interpretations of the same facts that we are looking at. This core challenge of academic discourse is also its most precious quality. Mature, reasoned dialog about the same material involving multiple informed and thoughtful perspectives is the essence of the academic learning community. In other words, in all our work together, our goal is to maintain an inclusive, safe space that honors the value and dignity of our individual life histories, perspectives, and intellectual work. Ultimately, the main reason I value participation so much in teaching English is that the classroom can become a laboratory in which we can all practice how to build a better, more inclusive world together.

I do expect all students to participate actively and constructively in this class. Aside from demonstrating the attributes of good academic citizens that the above paragraph describes, I also expect each one of us to do the assigned reading **before** coming to class, to have read it critically using active reading strategies, to have taken notes about the reading that capture your reactions and analytical insights, and to be prepared to talk about the reading in terms of its content **and** its stylistic, rhetorical, and argumentative aspects. Analyzing the reading material will occupy much of our class time, and it is essential that you work hard on the reading assignments before we meet if you wish to make the most of your opportunity to develop these abilities this semester.

In addition to demonstrating a commitment to oneself and the class by actively engaging with the reading material, I also expect students to be **writing almost constantly** while enrolled in this class. Some of the writing for this class will be informal journal entries that are designed to help you think more carefully and accurately about the reading material and your reactions to it. Some of the writing will be prewriting and exploratory exercises that will help you develop your ideas and arguments for your formal writing assignments. And, of course, some of the writing for this class will take the shape of argumentative essays that adhere to the conventions of MLA papers. I will award credit for simply completing the first two categories of writing assignments for this class; in other words, I will judge your written participation in these two course components by assessing whether or not you demonstrate that you are keeping an active reading and writing journal, and that assessment will be based upon a three-part rubric of “exceeds, meets, or does-not-meet” expectations. I will not critically evaluate your active reading and writing journal beyond looking to see if you are making it a meaningful and substantive part of your learning process. Your formal essays, however, will receive my fullest critical attention after they have been submitted for a grade, and I strongly encourage you to begin the writing process for those essays well in advance of the due dates. We will have frequent opportunities to make your writing visible to me and your peers during class in the weeks leading up to an assignment due date. Sharing your writing and offering generous and constructive feedback on what others have written is an essential requirement of any writing course.

### Course Objectives

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.

### **Attendance and timeliness**

Regular, on-time attendance in any college class is extremely important for student success. In fact, the most important thing you can do as a student is simply just showing up to class and being prepared to get to work. For that reason, please know that I would like you to be in class and to show up on time every day. If you do happen to have excessive absences, and that is basically more than four unexcused absences for the entire semester, I have the right to drop you from the class. Also, an instructor can penalize students for chronic or excessive tardiness, and I reserve the right to mark you as partially absent if you are frequently late to class.

All work is due on the date specified on the syllabus or assignment sheet. If you are absent from class on the due date, late papers will be accepted without penalty only if the absence is excused. Likewise, missed quizzes, tests, and in-class assignments may be made up only if the absence is excused or due to an emergency. Excused absences require written medical, legal, or athletic documentation.

In the event that you do miss class, you are responsible for checking with your classmates to determine what concepts, issues and material we discussed during your absence. Please note that a significant proportion of the course content will only be available in class lectures, presentation and discussions, and that your knowledge of this material will be assessed throughout the semester.

### **Extra Credit**

I allow students to revise essays after they have been graded, and I will adjust the scores based upon specific changes that reflect consideration of my comments or any other key writing, research, or argument elements. That is the best I can offer in terms of extra credit.

### **Turnitin.com**

I require all of my students to submit their essays to Turnitin.com, a website that scans text in order to locate any sections in a piece writing that match other sources previously published, circulated online, or uploaded into the Turnitin.com database.

Please note that I will review all apparent cases of academic dishonesty with the student and, if necessary, the appropriate administrative officials. Using another person's written work or ideas without proper attribution will result in a failing grade on the assignment and, possibly, an F in the course and academic probation.

### **Primary graded assignments and grade distribution**

1. Three out-of-class essays (10%, 20%, 30%)
2. One in-class essay (10%)
3. Participation in class (10%)
4. Research Proposal and Annotated bibliography (10%)
5. Active Reading and Writing Journal (10%)

## Schedule of reading assignments and due dates

### Week One

Tuesday (January 16) Introduction to the class  
Thursday (January 18) Screening: *River of Renewal*

### Week Two

Tuesday (January 23)  
Read: *A Writer's Reference*, pp 361-432  
Thursday (January 25)  
Read: *A Writer's Reference*, pp 55-106

### Week Three

Tuesday (January 30)  
Read: *Irresistible*, Prologue and Chapter 1  
Thursday (February 1)  
Read: *Irresistible*, Chapters 2 and 3

### Week Four

Tuesday (February 6)  
Read: *Irresistible*, Chapters 4, 5 and 6      **Essay #1 due**  
Thursday (February 8)  
Read: *Irresistible*, Chapters 7, 8 and 9

### Week Five

Tuesday (February 13)  
Read: *Irresistible*, Chapters 10, 11 and 12.  
Thursday (February 15)

### Week Six

Tuesday (February 20)  
Read: *King of Fish*, Chapters 1 and 2  
Thursday (February 22)  
Read: *King of Fish*, Chapters 3 and 4

### Week Seven

Tuesday (February 27)  
Read: *King of Fish*, Chapters 5 and 6  
Thursday (March 1)  
Read: *King of Fish*, Chapters 7 and 8

### Week Eight

Tuesday (March 6)  
Read: *King of Fish*, Chapters 9 and 10  
Thursday (March 8)  
Read: *King of Fish*, Chapter 11

**Essay #2 due**

### Week Nine

Tuesday (March 20)  
Thursday (March 22)

**In-class essay  
Research Proposal due**

### Week Ten

Tuesday (March 27)  
Read: *American Subcultures*, Chapter 1  
Thursday (March 29)  
Read: *American Subcultures*, Chapter 1

Week Eleven

Tuesday (April 3)

Read: *American Subcultures*, Chapter 2

Research Proposal due

Thursday (April 5)

Read: *American Subcultures*, Chapter 2

**Annotated Bibliography due**

Week Twelve

Tuesday (April 10)

Read: *American Subcultures*, Chapter 3

Thursday (April 12)

Read: *American Subcultures*, Chapter 3

Week Thirteen

Tuesday (April 17)

Read: *American Subcultures*, Chapter 4

Thursday (April 19)

Read: *American Subcultures*, Chapter 4

Week Fourteen

Tuesday (April 24)

Read: *American Subcultures*, Chapter 5

Thursday (April 26)

Read: *American Subcultures*, Chapter 5

Week Fifteen

Tuesday (May 1)

**Essay #3 due**

Thursday (May 3)

Finals Week

Class meeting day and time to be announced

\*\*Please note that the calendar of assignments and due dates may be revised at the instructor's discretion. Any such changes will be discussed in class.