

<b>Syllabus for English 1A Eureka Campus</b>	
<b>Semester &amp; Year</b>	Fall 2018
<b>Course ID and Section #</b>	Engl 1A E6743
<b>Instructor's Name</b>	Jonathan Maiullo
<b>Day/Time</b>	MW 11:40-1:45
<b>Location</b>	TBD
<b>Number of Credits/Units</b>	4
<b>Contact Information</b>	<i>Office location</i> HU 119
	<i>Office hours</i> MW 10:40-11:40
	<i>Email address</i> Jonathan-maiullo@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i> Norton Field Guide to Writing 4 <sup>th</sup> Ed. w/ Reading and Handbook
	<i>Author</i> Bullock et al.
	<i>ISBN</i> ISBN: 9780393617399
	<i>Title &amp; Edition</i> Travel as a Political Act. <i>Author</i> Steves, Rick <i>ISBN</i> ISBN: 9781631217630
<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>	

### **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 lastminute 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 [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: <http://www.redwoods.edu/board/BoardPolicies/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.*

*English 1A  
ENGL-1A-E6743  
MW 11:40-1:45  
Fall 2018  
Jonathan Maiullo*

Required Texts:

- Norton Field Guide to Writing 4<sup>th</sup> Ed. w/ Reading and Handbook ISBN: 9780393617399
- Travel as a Political Act. Steves, Rick ISBN: 9781631217630

You are responsible for your textbooks. We will begin working in the book before the second week of class. If you don't have the books you won't be able to complete the assignments. Please don't order from sources which will take a long time to ship. Both books are available in the CR bookstore.

## Required Materials:

- Two notebooks of ruled paper-- one to serve as a reading journal, which you will hand-in weekly. The other notebook is for in-class notes and your personal reference.
- A USB drive for transportation of your work
- Writing materials
- A folder for mid- and final portfolio submissions
- A folder (or binder) to keep track of handouts

Please bring texts and materials to each class.

## Computer Requirements:

You'll need access to a computer with **Microsoft Word**. It has more format options than Google Docs. It's available for free for students here:

<https://products.office.com/en-us/student/office-in-education>

You'll have to print your assignments a few times for this class, so you'll need credit to print at the library (and your flash drive) or your own printer with plenty of ink and paper.

## Course Goals:

### When you finish this class you will be able to:

- **Analyze argumentative claims**
- **Respond to arguments with persuasive critical essays**
- **Locate, synthesize and document sources in response to arguments**

(See related heading below for justification of assignments with respect to goals)

## Course Description:

Welcome to English 1A. This class is about argument in all its forms. Over the semester, we will examine and analyze different aspects of argument, such as viewpoint, ambiguity, sources and organizational choices. We will become the audience for numerous written, visual and oral arguments. Mainly, we will be considering argument in terms of, its most common expression, writing.

Writing is unique in terms of communication. Writing, unlike speaking, is permanent and permits revision (until it's handed in). As a result, writing is more concise, it strives to avoid ambiguity and redundancy; it should be made simple, rather than complicated. We will focus on simplifying your writing throughout 1A.

Some of the other aspects of writing we will consider in the class are editing, revision, using primary and secondary sources, considering opposing points of view, avoiding plagiarism and formulating appropriate theses.

We will not focus on one specific type of writing but will consider an array of genres from narrative to proposal. Likewise, we will not be restricted to one way of reading, interpreting or responding to these writings. We will write, debate, consider and create. Consideration of these different viewpoints means you will have *a lot* of reading. Please set aside blocks of time to read every day.

In order to take a thorough look at a thoughtfully developed argument, we will read Rick Steves' *Travel as a Political Act*. I have chosen this text for the class as it presents several arguments from a distinct, yet diverse vantage. Steves approaches issues like religious intolerance and drug use from the 'informed' perspective of a traveler who has seen different means of confronting these problems in action and can decide (as will the reader) which approach—or a combination of them—is the best option. However, he never stays far from humility, which bolsters his argument. A point well worth discussing! Considering Steves' rhetorical choices and his conclusions will give us a lot to think about in class. They may also offer some interesting territory for those of you who have traveled or those who would like to.

Through these different ways of approaching writing and argument, I hope to create a model for academic writing that will remain valid throughout your continuing education.

Successful writing takes practice. I have staggered the assignments in this class in a cumulative way to make them more accessible. Each skill builds on one previously learned. The length of your assignments also increases as the semester goes on and you find you have more tools to write what you want. These assignments are as follows:

### Assignments:

- *Reading Journals RJ:*

Your reading journals consist of your responses to various types of writing. As most of what we will read in this class takes a position, you will have the means of either agreeing or disagreeing with the position of the reading in your journal. Occasionally, I will ask you to take a position or I'll assign a particular response question, otherwise, how you respond is your chance to interact with the content of the course. I ask that you use a new lined notebook for your journal. Each response should be one page. Write a response for each reading. Handed in for credit every other week.

- *Current Events CE:*

It wouldn't make sense to limit our consideration of argument to the topics in the book when so much is happening right now. At the beginning of each class, a different student will present a topic from the news. The class will respond briefly in writing and then the presenter will lead a discussion from multiple vantages using rhetorical strategies. We will begin with current events the third week of class.

- *Week in Review* **WR**:

To reflect on your experience in the class, I ask that you write a single paragraph at the end of each week summarizing what we did, the (intended) purpose and your opinion of it. This is will be included in your writing journals.

- *Source Workshops* **SW**:

In order to find, analyze, select, edit and cite sources successfully according to the conventions of the MLA we will do this three times in-class. At the end of each workshop you will submit an annotated bibliography.

- *In-Class Writing Assignments* **WA**:

To practice your developing writing skills, we will give some class time to short writing assignments. This way, you will learn to apply what you've learned to real situations and to make your writing ability something fluid which can be used in the library or in a job interview.

- *Conference*

Before your third writing assignment (evaluation essay), I'd like to meet one-on-one to discuss your draft with you and any concerns you may have. Please bring two printed copies of your draft to this writing conference, which will be held outside class time.

- *Essays*:

The essays will focus on different rhetorical strategies, allowing you to experiment with different ways to write. Before writing each essay, you will have ample exposure to the genre—both in reading and writing assignments—so that it will be familiar to you by the time you begin your essay. The academic weight of the essays increases. The *literacy narrative* will serve as an introduction to academic writing. The final two essays will be read as serious academic research. You will be required to cite primary and secondary sources in MLA format and to support your claims in these essays. All essays will be submitted using 'Turn it in' which checks for plagiarism. The types of essay are as follows, with grade percentage:

(All essays graded in mid-term and final writing portfolios)

Literacy Narrative- 500 words 10% --Describe your experience with reading and writing

Personal Essay- 1,000 words 10% --Memoir

Evaluation Essay-1,000 words 10% --Evaluate a product of any kind

Argumentative Essay- 2,000 words 10% – Argue a position

Self-Assessment-2,000 words 20% --Consider your own writing (to be submitted with your final writing portfolio)

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Total 60%

+

Reading Journals 10%

Week in Review 10%

Current Events 10%

Attendance/ in-class participation 10%

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Total 100%

### Grading Scale:

A	100-90%
B	89-80%
C	79-70%
D	69-60%
E	<59%

### Course Objectives (in relation to course work):

Each assignment is created to satisfy a learning outcome for the course. So it's clear *why* we're doing what we're doing, I've placed these outcomes side-by-side with their corresponding assignments.

- **Analyze argumentative claims**

Understand, read, anticipate and categorize texts for meaning, rhetorical strategies, position and style. Develop strategies for doing this quickly.

---This will be done primarily in current events discussions, readings and reading journal responses. (dates below)

- **Respond to arguments with persuasive critical essays**

Write, on paper and on a computer, with consideration to mechanics, organization, sources and rhetorical strategy. Edit and revise this work.

--We will fulfill this objective with essays (submitted together as a writing portfolio) and in-class writing assignments. (dates below)

- **Locate, synthesize and document sources in response to arguments**

Locate, evaluate, use, apply and edit primary and secondary source material

– NFGW Research chapter will be read in class with activities. We will also have three source-finding workshops which will yield annotated bibliographies. (dates below)

### Portfolios:

Remember, the great thing about writing is that it's a process and you can change it. It's not like something you've said. Once it's out of your mouth, you can't 'unsay' it. Using a portfolio gives you an opportunity to revise your papers throughout the semester. In order to encourage your revision, I will only grade your essays in the portfolio with their accompanying drafts. When you complete your rough draft, your peers and I will provide feedback and when submitting a revised draft, I'll provide more feedback. This should give you something to think about when handing in your midterm and final portfolios which should contain polished, final drafts of the essays which have been completed up to that point, along with *all* early drafts. Good writing is all about revision. Working in the parameters of a portfolio allows you to continually revise your work in a way that promotes good writing habits.

The Mid-Term Portfolio will be due the 12<sup>th</sup> week of class.

The Final Portfolio will be due in lieu of a final exam with your revised essay of self-assessment, which will include your strengths and plans for future improvement.

Portfolio format is a folder with two pockets. Polished final drafts on the left, drafts on the right.

### Absences, tardiness and late work:

You have four absences. Use them however you'd like, but be sure to **contact me 24 hours prior** to the absence to **request a make-up assignment** or you won't get credit for the work done in class that day or the assignments turned in. After three absences, your grade will go down a letter for each absence unless you have documented emergency.

For your four three absences, you will be responsible for completing your make-up assignment by Friday of the week you were absent. After four absences, unless your absence is a documented emergency, no late work will be accepted.

Tardiness disrupts the class. If you have reason to expect you might be tardy, leave for class earlier.

If you are less than 10 minutes late, I will mark you tardy. 2 tardy markings will equal an absence. So, if you're late more than eight times, you'll fail the course.

If you are more than 10 minutes late, I will mark you absent.

### Phones:

It's up to you whether you choose to participate in class. In the first class, we will vote on the idea of participation points for those who switch off their phones and leave them in the box.

### Talk to me:

If anything is unclear, the surest and easiest way to clear it up is to meet with me and discuss it. I welcome your comments and questions. I am available Monday-Thursday from 2-5 pm. Call me to make an appointment.

### Dates:

- Aug 31<sup>st</sup>: Last day to drop with a refund
- Nov 2<sup>nd</sup>: Last day for withdrawal

### Student Resources:

- **Academic Support Center (ASC):** (<http://www.redwoods.edu/asc>).
- **Canvas Assistance:** The Distance Education division offers resources and video tutorials to assist students unfamiliar with Canvas: <http://www.redwoods.edu/online/Canvas>
- **Disabled Students Programs and Services (DSPS):** College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present written accommodation requests before the end of the second week so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. Students, who have a disability or believe they might benefit from disability related services and may need accommodations, should contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS. They are located on the Eureka campus in Student Services Building 113 and can be reached by calling 476-4280 (<http://www.redwoods.edu/dsps>).
- **Learning Resource Center (LRC):** (<http://www.redwoods.edu/library>) Students may also seek assistance from a librarian online at <http://www.redwoods.edu/library/Get-Help/Ask-A-Librarian>
- **Technological Access and Assistance:** email [its@redwoods.edu](mailto:its@redwoods.edu).
- **Writing Center (WC):** (<http://www.redwoods.edu/writingcenter>)

Text Codes

Travel as a Political Act -TPA  
 Norton Field Guide to Writing --NFGW

Assignment Codes

*Reading Journal* **RJ**

*Current Events* **CE**:

*In-Class Writing Assignments* **WA**:

*Source Workshops* **SW**:

*Week in Review* **WR**:

Essays

**LN**—Literacy Narrative revised draft due

**PE**—Personal Essay revised draft due

**EE**—Evaluation Essay revised draft due

**AE**—Argumentative Essay revised draft due

**SA**—Self-Assessment revised draft due

Date	Reading	Assignment	Week
Monday Aug 20	Intro. Syllabus and Rhetorical triangle	Read 'Politics and the English Language' Orwell	1
Wednesday Aug 22	Orwell NFGW 1, 10	LN	
Monday Aug 27	NFGW 2, 3, 4, 27	LN Topic	2
Wednesday Aug 29	NFGW 5, 6 TPA Intro	<b>RJ/WR</b> Response to TPA Intro	
Monday Sept 3	No Class	Labor Day	3
Wednesday Sept 5	NFGW 7, 8, 59	LN Rough Draft Begin CE	
Monday Sept 10	TPA 1	<b>LN WA</b>	4
Wednesday Sept 12	NFGW 18	PE	
Monday Sept 17	NFGW 40	<b>RJ/WR</b> PE topic <b>WA</b>	5
Wednesday Sept 19	NFGW 33 TPA 2	PE Rough Draft	
Monday Sept 24	NFGW 16, 28	<b>PE</b>	6
Wednesday Sept 26	NFGW 29 TPA 3	EE	
Monday Oct 1	NFGW 63 (choose one)	<b>RJ/WR</b> EE Topic	7

Wednesday Oct 3	NFGW 35 TPA 4		
Monday Oct 8	<b>ALL DAY EE ROUGH DRA</b>	<b>FT CONFERENCES</b>	8
Wednesday Oct 10	NFGW 46, 47 TPA 5	<b>SW</b>	
Monday Oct 15	NFGW 35	<b>RJ/WR</b> EE Rough Draft	9
Wednesday Oct 17	NFGW 49, 50 TPA 6		
Monday Oct 22	NFGW 37		10
Wednesday Oct 24	TPA 7	<b>EE</b>	
Monday Oct 29	NFGW 34, 36	<b>RJ/WR</b>	11
Wednesday Oct 31	NFGW 62 (choose one)	<b>WA</b>	
Monday Nov 5	NFGW 39	<b>Mid-term Writing Portfolio</b> AE/ Discussion/ generating ideas	12
Wednesday Nov 7	TPA 8	AE Topic <b>SW</b>	
Monday Nov 12	<b>NO CLASS</b>	<b>NO CLASS</b>	13
Wednesday Nov 14	TPA 9	<b>AE/WR</b> AE Rough Draft	
FALL BREAK Nov 19-23	<b>NO CLASS</b>	<b>NO CLASS</b>	14
Monday Nov 26	NFGW 12	<b>WA AE/WR SA AE</b>	15
Wednesday Nov 28	NFG 21	SA Outline	
Monday Dec 3	---	<b>SW SA</b> Rough Draft <b>AE/WR</b>	16
Wednesday Dec 5	NFGW 68		
Dec 12 Final Paper Due		<b>SA + Final Writing Portfolio</b>	17

