

Syllabus for English 1A – Eureka Campus	
Semester & Year	Fall 2018
Course ID and Section #	Analytical Reading and Writing/E6819
Instructor's Name	Leslie R. Leach
Day/Time:	T, Th, F 1:15-2:30 p.m.
Location	AJ 108
Number of Credits/Units	4
Contact Information:	Office location and hours: T 11:00 a.m.-1:00 p.m. HU 119 Phone: N/A Email: leslie-leach@redwoods.edu
Textbook Information	Title & Edition: <i>Mercury Reader</i> (custom) Author/Compiler: Leslie R. Leach ISBN: 1-256-02311-6 Title & Edition: <i>A Pocket Style Manual</i> , 8 th ed. Author: Diana Hacker and Nancy Sommers ISBN: 978-1-319-05740-4
Course Description (catalog description as described in course outline)	
<p>ENGL-1A Analytical Reading and Writing (4 Units LEC) Grade Only/Prerequisite: ENGL-150/Transfers to: CSU and UC</p> <p>English 1A is 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>	
Student Learning Outcomes (as described in course outline) :	
<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. 	
Special accommodations	
<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 Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPPS at 707-476-4280.</p>	
Academic Honesty	
<p>In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing</p>	

false witness will not be tolerated. 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. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods.

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 the following: unwarranted interruptions; failure to adhere to instructor's direction; 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

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.

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

https://www.redwoods.edu/Portals/33/Maps/EurekaEmergencyMap_051418.pdf

For more information on Public Safety, go to <https://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 Road 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 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.

English 1A-Analytical Reading and Writing
Fall 2018/Section #E5007/ 4 units
Administration of Justice Building, Room108
Office Hours: T 11:00 a.m.-1:00 p.m. HU 119

Instructor: Mrs. Leslie Leach
Email: leslie-leach@redwoods.edu
T, Th, F – 1:15-2:30 p.m.

Welcome to English 1A

“The cure for boredom is curiosity. There is no cure for curiosity.” – Dorothy Parker

My goals are to welcome you to the community of writers and to put you at ease by demonstrating that good writing is not accomplished by inspired geniuses, but by people who are willing to work hard. You will examine your own thinking through writing and improve your writing through practice: writing rough drafts, sharing them with me and your peers, then revising, proofreading, and editing your drafts. Using this writing process, you will write essays in Standard Written English based on the modes of critical analysis and argumentation. Readings and discussions, as well as writing improve your critical thinking skills and enable you to explain and evaluate prose.

ENGL-1A Analytical Reading and Writing

(4 Units LEC) Grade Only/Prerequisite: ENGL-150/Transfers to: CSU and UC

English 1A is 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.

Required texts and materials: The required texts are the *Mercury Reader* (specifically for this class) and *A Pocket Style Manual*, 7th ed. by Diana Hacker and Nancy Somers. In addition, access to a computer with Internet access, a word processing application, and a printer are required. You will also need a flash drive for keeping all your work. (An additional flash drive to use to back up your work, that is to have copies of all your work is highly recommended.) Finally, you should have paper and writing implements for every class.

Attendance: Since regular attendance is a critical factor in student success, students at College of the Redwoods are expected to attend all sessions of each class in which they are enrolled. If you are not here, you cannot learn. If you are absent, you are still responsible for all work that is assigned (check the syllabus and Canvas). If you miss class, you must make up any in-class work within a week. If you are absent, all deadlines remain in force.

Census is September 4. If you are not actively participating (attending class meetings and turning in assignments) in the class as of that date, you will be dropped. If you are still enrolled after the census, you must continue to attend regularly. Students may not miss more than two weeks of class. For instance, our class meets three days a week; therefore, any more than six absences for the semester would be considered “excessive.” If a student exceeds the limit of absences, an instructor will notify the student that he or she has been dropped. After that date, excessive absences will likely result in failure. The last date to withdraw from a class is March 30. Also please note, English 1A may only be repeated three times. Both failure and withdrawal count as attempts. If you don’t complete an official withdrawal, you will receive an F.

Canvas: Please check Canvas regularly. Supplemental materials, information, handouts, are posted on Canvas. Access Canvas by logging in with the first part of your CR email address [SStudios111] and your birthday [09201981]. This class, and all English classes, use the Modern Language Association (MLA) format for papers. A template for this format is available on Canvas. Download this template and use it for all papers and homework. Please read all announcements and emails from me in a timely manner. Not checking your Canvas account is not an excuse for not knowing or not fulfilling requirements. Please use your CR email to contact me.

Classwork: Bring the *Mercury Reader* and *A Pocket Style Manual* to each class. We will practice many important skills during our in-class workshops. Often, these activities will carry over from one class to the next. Sometimes, we will start the exercise in class, and you will finish it as homework. All of these exercises and activities count toward your overall grade.

Homework: The reading assignments are challenging, requiring extra effort for full comprehension. With effort, you will develop reading strategies and critical thinking skills. The reading homework will form the foundation for the formal essays you will be writing. If you do not fully comprehend the readings, you will have difficulty synthesizing them into your own analytical and argumentative writing. You must have read and annotated the assigned essays by the day they’re due. Research Log Assignments (RLAs) are due according to the date on the syllabus. To be accepted, all written homework must be typed in the MLA format, unless you are specifically told otherwise. Late assignments will only be accepted if you have a B or better in the class or if you have a medical or court document that indicates a necessary absence and the assignment is made up within a week of the due date.

Quizzes: A short quiz will be given for each essay assigned for reading. The question on the quiz will be on the syllabus, so you’ll know what to look for.

Essays: Essays must address all parts of the essay assignment, including the prompt, the format, and the minimum word requirements. Essays that do not fulfill the minimum word requirement will not receive full credit. All essays must be formatted in the MLA style. Essays that are not in

the MLA format will not be accepted. There is a template set up in the MLA format available for download on Canvas.

In this class, the writing process is important. Your participation in each step of the process will improve the quality of your papers. Although you may be permitted to revise a disappointing essay, it's better to **revise** your drafts before the final draft is due rather than after you have received a poor grade. That said, it is always better to turn in something because I cannot help you if you don't give me anything to respond to. A grading rubric will be provided for your essays, so you'll know what's required. You must upload the final draft of your essay to Canvas, and through Canvas, your essay will automatically be submitted to Turnitin.com, a website that checks for plagiarism. Failure to do so will result in a zero on that essay. Be aware that Turnitin has challenges with Googledocs and certain Ipad formats, so you may need to translate your documents into MS Word before you upload. Revision dates will be on the syllabus.

The essays you write will include source material. In class you will learn to use source material correctly, effectively, and appropriately. Essays should be no more than 25% source material. If your essay contains undocumented source material (plagiarism), you will receive a 0.

Common Courtesy: Common courtesy includes being civil to the instructor and classmates, being on time, not disrupting the class for any reason, having cell phones turned off or on vibrate, letting me know if you're a caretaker who may have to answer your cell phone during class, not eating or drinking in the classroom, except for water, returning to class on time after break, and in general, being considerate of the instructor and the other students in the class. Inappropriate language, cursing, racial, ethnic, sexist, or heterosexist epithets will not be tolerated. Any deliberate disruption of the class will be grounds for your dismissal for that day and the following day. Further deliberate disruption will be grounds for your suspension and expulsion. Although the last two sentences may sound harsh, please keep in mind that someone has paid for students to be in the class whether it's the students themselves who have paid, their parents, or California taxpayers. Someone has paid for students in the class to be able to learn, and they can't learn if I have to stop class due to disruptive behavior.

Using electronic devices in class may not seem like disruptive behavior, but electronic devices should be turned off and put away during class time. There may be times when your Ipad or smart phone may be useful to do some research or look something up on Canvas; however, if you are texting when you should be listening or participating in a class activity, you will be asked to put away your phone. Having me ask you to turn your electronic device off and put it away is causing a disruption. Finally, any sound from your digital devices should be muted or turned off.

It is against CR policy for unenrolled people to sit in on classes. Please do not bring guests to class. Ask your friends or family to wait for you outside. Please don't put me in the awkward position of asking people to leave. Thank you for your cooperation in this.

Be Prepared: Being prepared means being on time for class, having done all the required reading and writing, having your textbooks and papers, notebook paper and pen/pencil with you, and being prepared to participate in small group or whole class discussions or other class activities. Being even five minutes late for class may mean you have missed important information on an assignment, or instruction for the activity of the day. If you are late, please do not expect me or other students to stop what we are doing to catch you up. Pick up the handout, and/or read the board, or just wait until the rest of the students finish the activity that began when class started.

Responding to Writing: You will be sharing your writing with your classmates. Please consider everything you write in English 1A as public. Don't write anything for this class that you're not willing to have your classmates read and discuss.

Grades

Essays	Essay #1:	5%
	Essay #2:	10%
	Essay #3:	10%
	Research Essay	20%
	In-Class Essay	5%
Reading		
	Reading Assignments	15%
	Quizzes	10%
Using Sources		
	Research Log assignments	15%
Quick Writes		10%

Grading: I use letter grades. To grade the essays. I use rubrics on Canvas. The rubrics are attached to the assignments. Make sure you review the grading rubric to see where you can improve your performance. Assignments are weighted. Please check Canvas regularly to review your grades. If you notice an error, please bring me the graded assignment so I can correct it. Missing assignments will receive a 0. I accept late and make-up work if you have a medical or court document verifying your absence, or if you have a B or better in the class at the time of the missed deadline and if it is turned in within a week of the due date. I will accept revised essays for Essays #1 and #2 if they are turned in before or on the revised essay due date. There is not enough time to revise Essay #3 or the Research Essay. Keep track of your grades and missing assignments on Canvas. The last week of class or after final grades have been posted is too late to wonder about missing grades or missing assignments. Grades will be posted on Gradebook, not on the hardcopy to preserve your privacy.

NOTE: I strongly recommend that you sign up for English 53A Writing Center hours. The Writing Center provides experienced tutors, computers and reference materials. You can get help with the readings, essay writing, and the MLA. Register on Webadvisor—a half unit in the Writing Center may enhance your learning experience and improve your grade in English 1A.

Now that you have read the course information carefully and completely, please don't forget or think that I've forgotten that you're here to learn, not because you already know everything. You may speak to me about grades you receive for course work after you have carefully checked your work against the rubric for essays or otherwise gone over your work to be sure that you need to speak to me.

This syllabus is a contract between student and instructor. Be sure that you understand the content of the course policies because if you stay in the course, you are accepting them. I will hold you to them.

English 1A Syllabus *

Week 1

Tuesday, August 21 (Class 1)

- 1) Welcome
- 2) Quickwrite #1
- 3) Argument
- 4) Announcements

HW:

- 1) Fill out Student Information Sheets
- 2) Read the class syllabus/jot down questions you have.

Thursday, August 23 (Class 2)

- 1) Collect Student Information Sheets
- 2) Quickwrite #2
- 3) Questions about the Syllabus
- 4) Presentation of Socratic Argument

Friday, August 24 (Class 3)

- 1) Presentation of Socratic Argument (**continued**).
- 2) Annotation

Week 2

Tuesday, August 28 (Class 4)

- 1) Quickwrite #3
- 2) Annotation (continued)

Thursday, August 30 (Class 5)

- 1) Quickwrite #4
- 2) Essay #1 Assignment
- 3) Analysis

HW:

- 1) Read and annotate “Politics and the English Language” by George Orwell in the Mercury Reader, pp. 44-57.
- 2) Be able to answer Questions on Meaning #1 on p. 58 for reading quiz 1 on Tuesday, September 4

Friday, August 31 (Class 6)

- 1) Reading Quiz 1
- 2) Choose speech

HW:

- 1) Make a copy, read, and annotate the speech you’ve chosen to analyze.
- 2) Think about the argument you plan to make for Essay #1.

Week 3

Tuesday, September 4 (Class 7)

- 1) Quickwrite #5
- 2) Introduction to title and introductory paragraph
- 3) Begin writing introductory paragraph
- 4) Go over MLA Format handout

Thursday, September 6 (Class 8)

- 1) Quickwrite #6
- 2) Finish writing introductory paragraph

HW:

- 1) Write introductory paragraph using MLA format, due Friday, September 7
- 2) Work on rough draft of Essay #1.

Friday, September 7 (Class 9)

- 1) Developing body paragraphs
- 2) Write a body paragraph using Orwell prompt

HW:

- 1) Work on rough draft of Essay #1.

Week 4

Tuesday, September 11 (Class 10)

- 1) Quickwrite #7
- 2) Quotations and Citations

HW:

- 1) Work on rough draft of Essay #1 due Friday, September 14

Thursday, September 13 (Class 11)

- 1) Quickwrite #8
- 2) Quotations and Citations (continued)
- 3) Conclusions
- 4) Purpose and Audience

HW:

- 1) Topics of Interest Worksheet due Tuesday, September 18
- 2) Work on final draft of Essay #1 due Friday, September 21

Friday, September 14 (Class 12)

- 1) Rough Draft of Essay #1 Due
- 2) Reading Responses

Week 5

Tuesday September 18 (Class 13)

- 1) Turn in Topics of Interest Worksheet
- 2) Quickwrite #9
- 3) Revision/Six Lessons

HW:

- 1) Work on final draft of Essay #1 due Friday, September 21

Thursday, September 20 (Class 14)

- 1) Quickwrite #10
- 2) Questions for Research

HW:

- 1) Type up Questions for Research due Thursday, September 20

Friday, September 21 (Class 15)

- 1) Submit final draft of Essay #1
- 2) Research
- 3) Research Log Assignment 1 (RLA 1)

HW:

- 1) Complete Research Log Assignment 1 due Tuesday, September 25

Week 6

Tuesday, September 25 (Class 16)

- 1) Turn in Research Log Assignment 1
- 2) Quickwrite #11
- 3) Begin summary

HW:

- 1) Read and annotate “The Crito” by Plato in the *Mercury Reader*, pp. 60-73 due Thursday, September 27
- 2) Be able to answer Questions on Rhetorical Strategy and Style #3 on p. 74 for reading quiz 2 on Thursday, September 27
- 3) Optional: Begin revising Essay #1/Revised Essays are due Tuesday, October 2

Thursday, September 27 (Class 17)

- 1) Quickwrite #12
- 2) Reading quiz 2
- 3) Discuss “The Crito” using the terms logos, pathos, and ethos

HW:

- 1) Complete RLA 2, due Friday, September 28

Friday, September 28 (Class 18)

- 1) Turn in RLA 2
- 2) Commentary (again)

HW:

- 1) Read and Annotate “Civil Disobedience” by Henry David Thoreau in the *Mercury Reader*, pp. 90-110 due Tuesday, October 2
- 2) Be able to answer Questions on Rhetorical Strategy and Style #1 on p. 111 for reading quiz 3 on Tuesday, October 2
- 3) Optional: Begin revising Essay #1/Revised Essays are due Tuesday, October 2

Week 7

Tuesday, October 2 (Class 19)

- 1) Optional: Revised Final Draft of Essay #1 due
- 2) Quickwrite #13
- 3) Reading Quiz 3
- 3) Discuss “Civil Disobedience”

HW:

- 1) Read “Letter from Birmingham Jail” by Martin Luther King Jr. in the Mercury Reader, pp. 22-41 due Thursday, October 4
- 2) Be able to answer Questions on Meaning #2 on p. 42 for reading quiz 4 on Thursday, October 4

Thursday, October 4 (Class 20)

- 1) Quickwrite #14
- 2) Reading quiz 4
- 4) Discuss “Letter from Birmingham Jail”
- 5) Synthesis

HW:

- 1) Complete RLA 3 due Thursday, October 4

Friday, October 5 (Class 21)

- 1) Turn in RLA 3
- 2) Continue Synthesis
- 3) Essay #2 Assignment

HW:

- 1) Begin writing rough draft for Essay #2 due Tuesday, October 9

Week 8

Tuesday, October 9 (Class 22)

- 1) Rough draft of Essay #2 due
- 2) Quickwrite #15
- 3) Reading Responses

HW:

- 1) Work on Final Draft of Essay #2 due Tuesday, October 16
- 2) Complete RLA 4 due Thursday, October 11

Thursday, October 11 (Class 23)

- 1) Quickwrite #16
- 2) Turn in RLA 4
- 3) Paraphrase
- 4) Taking Stock – What do students need help with?

HW:

- 1) Work on Final Draft of Essay #2 due Tuesday, October 16

Friday, October 12 (Class 24)

1) Paraphrase continued

HW:

1) Complete final draft of Essay 2 due Tuesday, October 16

Week 9

Tuesday, October 16 (Class 25)

1) Submit final draft of Essay #2

2) Quickwrite #17

3) More paraphrase

HW:

1) Complete RLA 5 due Thursday, October 18

2) Read and annotate “The Obligation to Endure” by Rachel Carson in the *Mercury Reader*, pp. 1-7 due Thursday, October 18

3) Be able to answer Questions on Rhetorical Strategy and Style #2 for reading quiz 5 on Thursday, October 18

Thursday, October 18 (Class 26)

1) Quickwrite #18

2) Reading quiz 5

3) Turn in RLA 5

4) Discuss “The Obligation to Endure”

Friday, October 19 (Class 27)

1) Essay #3 Assignment

HW:

1) Complete RLA 6 due Tuesday, October 23

2) Read and annotate “Faustian Economics: Hell Hath No Limits” by Wendell Berry, pp. 147-157 due Tuesday, October 23

3) Be able to answer Questions on Rhetorical Strategy and Style #2 on p. 158 for reading quiz 6 on Tuesday, October 23

Week 10

Tuesday, October 23 (Class 28)

1) Quickwrite #19

2) Reading Quiz 6

3) Turn in RLA 6

4) Discuss “Faustian Economics”

5) Work on rough draft of Essay #3

HW:

1) Work on rough draft of Essay #3 due Tuesday, October 30

Thursday, October 25 (Class 29) No Class/Instructor Absence

HW:

- 1) Work on rough draft of Essay #3 due Tuesday, October 30
- 2) Complete RLA 7 due Tuesday, October 30
- 3) Optional: Begin revising Essay #2/Revised Essays are due Tuesday, October 30

Friday, October 26 (Class 30)

- 1) Go over nine reading questions

HW:

- 1) Complete rough draft of Essay #3 due Tuesday, October 30

Week 11

Tuesday, October 30 (Class 31)

- 1) Rough draft of Essay #3 due
- 2) Quickwrite #20
- 3) Reading Response
- 4) Optional: Revised Final Draft of Essay #2 due

HW:

- 1) Work on final draft of Essay #3 for Tuesday, November 6

Thursday, November 1 (Class 32)

- 1) Work on Essay #3

HW:

- 1) Complete final draft of Essay #3 for Tuesday, November 6
- 2) Complete RLA 8 for Tuesday, November 6

Friday, November 2 (Class 33)

- 1) Begin work on quickwrites

Week 12

Tuesday, November 6 (Class 34)

- 1) Submit final draft of Essay #3
- 2) Turn in RLA 8
- 3) Finish in-class work on quickwrites

HW:

- 1) Complete RLA 9 due Thursday, November 8

Thursday, November 8 (Class 35)

- 1) Turn in RLA 9
- 2) Pulling it together
- 3) Taking stock

HW:

- 1) Complete four quickwrites due Tuesday, November 9

Friday, November 9 (Class 36)

1) Outlining Research Essay

HW:

1) Finish outlining Research Essay due Tuesday, November 13

The final draft of the Research Essay is due Tuesday, December 4

2) Complete four quickwrites due Tuesday, November 9

Week 13

Tuesday, November 13 (Class 37)

1) Four complete quickwrites due

2) Outline of Research Essay due

3) Begin writing rough draft of the Research Essay

Thursday, November 15 (Class 38)

1) Continue working on Research Essay

HW:

1) Continue working on Research Essay

Friday, November 16 (Class 39)

1) Continue working on Research Essay

HW:

1) Continue working on Research Essay

2) Rough draft of Research Essay due Tuesday, November 27

Fall Break-No Classes November 20th, 22nd, or 23rd

Week 14

Tuesday, November 27 (Class 40)

1) Rough draft of Research Essay due

2) Reading response

Thursday, November 29 (Class 41)

1) Conferences on Research Essay

2) Continue working on Research Essay

HW:

1) Continue working on Research Essay

Friday, November 30 (Class 42)

1) Conferences on Research Essay

2) Continue working on Research Essay

HW:

1) Complete Final Draft of Research Essay due Tuesday, December 4

Week 15

Tuesday, December 4 (Class 43)

- 1) Submit Research Essay
- 2) Read and annotate “Every Dictator’s Nightmare” by Wole Soyinka
- 3) Discuss

Thursday, December 6 (Class 44)

- 1) Discussion of “Every Dictator’s Nightmare” continued

HW:

- 1) Be sure you understand “Every Dictator’s Nightmare” by Wole Soyinka

Friday, December 7 (Class 45)

- 1) In-class essay

Week 16

Finals Week

Thursday, December 10, 1:05-2:39

***This syllabus is subject to change.**