

<b>Syllabus for English 1-A– Eureka Campus</b>		
<b>Semester &amp; Year</b>	Spring 2019	
<b>Course ID and Section #</b>	E5757	
<b>Instructor’s Name</b>	Penelope Schwartz	
<b>Day/Time</b>	MW 8:30-10:35 am	
<b>Location</b>	HU 114	
<b>Number of Credits/Units</b>	4	
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<b>Textbook Information</b>	<i>Title &amp; Edition</i>	<i>The Norton Sampler</i> , 9 <sup>th</sup> Edition
	<i>Author</i>	Thomas Cooley
	<i>ISBN</i>	978-0-393-60291-3
	<i>Title &amp; Edition</i>	<i>A Pocket Style Manual</i> , 8th Edition
	<i>Author</i>	Diana Hacker and Nancy Sommers
	<i>ISBN</i>	978-1-319-05740-4
<b>Course Description</b> (as described in CR catalog course outline) <i>(4 Units LEC) Grade only</i> <i>Prerequisite: ENGL-102 or ENGL-150</i> <i>Transfers to: UC and CSU</i> <i>C-ID: ENGL 100</i> 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 /24-double-spaced pages formal writing.		
<b>Student Learning Outcomes</b> (as described in CR catalog course outline) <ol style="list-style-type: none"> <li>1. Analyze and employ appeals (e.g. logical, emotional, faulty, etc.) in written texts.</li> <li>2. Write logical, well-developed, thesis-driven essays that respond to questions at issue raised by works read.</li> <li>3. Locate, evaluate, use and document evidence from primary and secondary sources (both electronic and print) to support, develop, or validate arguments.</li> <li>4. Identify and evaluate rhetorical devices as representational and persuasive tools</li> </ol>		
<b>Special Accommodations</b> 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.		
<b>Academic Support</b> 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.		
<b>Academic Honesty</b>		

## Syllabus for English 1-A– Eureka Campus

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 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 E5757**  
**M/W 8:30 – 10:35 am**  
**Penelope Schwartz**

Following are the course requirements, expectations, and Schedule. It is your responsibility to read the Syllabus/Schedule and to be familiar with its text: **everything you need to know is in the Syllabus/Schedule.** English 1A is an intensive reading and writing course. All readings and assignments are **due on the day indicated on the Schedule.** It is essential for you to read the material and to be prepared to discuss it **BEFORE** class. There is no playing catch-up in English 1A. You have to read the material as assigned and you have to be present for in-class discussion, lectures and exercises.

**REQUIRED TEXTS:**

- *The Norton Sampler* by Thomas Cooley, 9<sup>th</sup> Edition
- *A Pocket Style Manual* by Diana Hacker and Nancy Sommers, 8<sup>th</sup> Edition

**SUGGESTED TEXTS and MATERIALS:**

- A good college-level dictionary.
- Roget's *Thesaurus*.
- A folder or binder to archive your written work (portfolio).

**RULES FOR CLASSROOM BEHAVIOR:**

- Turn off your cell phone in class.
- Put away your phone. No texting in class. If I see you with your phone out, you will need to put it on my desk until the end of class. Or leave.
- Please don't get up and leave class unless it is absolutely necessary. It is disruptive to both the class and to me. As this is a long class, I will provide a break for all.
- Please don't eat in class.
- Don't come strolling in late or leave early. Again, it is disruptive to all.
- Don't schedule appointments during class sessions.
- Don't tell me you don't know what's going on in class when the syllabus/schedule is already posted with all the details.

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Take a moment to review the "Course Description" and "Student Learning Outcomes" on the first page of our Syllabus: That's what we'll be doing in English 1A: critical reading and reasoned writing to enable each of you to analyze argumentative claims, to respond to arguments with persuasive critical essays, to locate, synthesize, and document sources for use in response to arguments, and to revise and edit for sentence structure and mechanics. In English 1A, we will be working with patterns or rhetorical modes of writing, which work as models to help you to structure and organize your responses to the readings. I'm here to guide you through that process.

And it is a process, which means a series of steps or actions to accumulatively achieve a goal. That's an important reason why you need to read the assigned material, come to class prepared to discuss it, and participate. When you miss this class, you miss a step; and while I'm here to lead you through the process, I'm not here to give you a hand up when you're behind. I'm sorry if that sounds harsh, but it is the reality. I am here for you, I will make

myself available in every way to you, but I only teach each class session once. So join me. As in all classes, we have a series of requirements to measure your progress through the process. Students will be required to read and to discuss readings throughout the semester, as well as to participate in a variety of writing assignments, class discussion and peer review. These are outlined below.

**ESSAYS:** As you will see from the Norton text, we will be examining a number of rhetorical modes or patterns for organizing and presenting material. You will be assigned three essays, the length and grade of which increase incrementally: Essay 1 = 2-3 pages; 50 points. Essay 2 = 3-4 pages; 75 points. Essay 3 = 4-5 pages; 100 points. Early in the semester, I will divide the class into groups (4-5 students each). Your group will function as your **Draft Workshop Group** for peer review.

Essay assignments will be given on Wednesdays. At the next class, a Monday, we will have an in-class workshop where your essay will be read and critiqued by your group. You will then have an opportunity to revise your essay, which will be due the following Monday. **You must bring a typed draft to class for peer review and critique; any student who does not participate in the draft workshop will be subject to a 25-point grade reduction on the final essay. It is your responsibility to bring in enough copies for your workshop group.**

Your **fourth essay** for this class will be the **Research Paper**, 6-8 pages, plus a bibliography. You will have a Draft Workshop and the opportunity to revise your paper prior to the final date due. As above, you must bring typed drafts for your group. Following this, you will then turn your **revised draft** into me. I will provide you with my critique for your final revision.

Please save all work that goes into your papers! While a portfolio is not a requirement in this class, I strongly urge you to keep one. There will be times when I will want to look over your progress (i.e., final essays + drafts); and there may be times when you will need to show me your work if your grade has not been recorded accurately.

Please refer to the attached **Formatting** handout for guidelines to the presentation of all written work in this class.

**IN-CLASS WRITING:** Always come to class with materials and prepared to write. You may not make up an in-class writing assignment if you miss one.

**PLAGIARISM:** If you copy someone else's work, you will automatically fail the course.

**TESTS and QUIZZES:** There will be a **Mid-Term Test**; however, there will not be a final exam in this class. Unless you notify me in advance and have a valid, **written** excuse, you may **not** make-up the Mid-Term Test. There will be unannounced quizzes throughout the semester. **You may not make up quizzes missed.**

**LATE POLICY:** All work must be submitted on the assigned date. I will only accept a late assignment without penalty if you have **written** medical, legal, or athletic documentation. Missed quizzes and in-class writing assignments may not be made up. Late work without an excuse will receive an automatic 10-point grade reduction for each class period missed.

**PARTICIPATION/ATTENDANCE:** Active participation in class is required throughout the semester. You should come to each class meeting with at least one question or observation about the reading assignments; furthermore, you should be prepared to engage with one another's ideas about the readings. In the event that you do miss class, you are responsible for checking with your classmates to determine what concepts, issues and material I discussed during your absence. Please note that a significant portion 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.

The English Department Attendance Policy is that students at the College are expected to attend all sessions of each class in which they are enrolled. Students may not miss more than two weeks of class. For example, if a

four-credit class meets twice a week, as does this one, students should not exceed 4 absences for the semester. If a student exceeds the limit on absences before Week 11 of the semester, the instructor will notify the student that he or she has been dropped. After that notification, students are still responsible to go into Web Advisor and withdraw themselves from the class, in order not to receive an F. After Week 10, excessive absences will likely result in failure.

**I strongly discourage your coming more than 10 minutes late or leaving more than 10 minutes early without clearing it with me. Such practices are disruptive for everyone. If you do come late or leave early (more than 10 minutes), that will count as ½ an absence.**

**GRADES:** I use a system of points in this class. You have the opportunity to earn up to 1000 points, which then correspond to your final letter grade (by dropping the last zero). This is transferable to CR's grading policy. A = 93-100; A- = 90-92; B+ = 89-87; B = 86-83; B- = 82-80; C+ = 79-77; C = 76-70; D = 69-60; F = 59-0). Your grades will be posted to Canvas.

Essay 1	=	50 points	Mid-Term Test	=	100 points
Essay 2	=	75 points	Quizzes	=	50 points
Essay 3	=	100 points	Homework	=	200 points
Research Paper	=	200 points	Vocabulary	=	100 points
In-Class Writing	=	50 points	Participation	=	<u>75 points</u>
			TOTAL	=	1000 points

**EXTRA CREDIT:** The English Department at College of the Redwoods mandates that no "extra credit" be awarded in English courses. If you are concerned about maximizing your points earned this semester, I heartily encourage you to give your best effort in each assignment and to be willing to revise your essays in response to feedback from your peers and instructor (and tutors in the Testing Center).

**RESOURCES:** English 1A is an intensive writing class. While we will be looking at grammar and composition in this class, it will primarily be review as we assume you demonstrated mastery of these skills if you met the prerequisites. However, I urge you to make use of the tutors available at the Writing Center and the Testing Center in the LRC. They will assist you with grammar as well as organizational and composition challenges.

**ABOUT THE INSTRUCTOR:** In writing classes, we all learn a great deal about each other. If you've made it this far in the Syllabus, you deserve to know something about me. I was born and grew up in Michigan, but lived the last forty years of my life in the state of Maine. I moved to California in 2014. I've been the director of an academic journals publishing company, a blue-water sailor, a litigation paralegal, tree farmer, wife, mother and grandmother. I have a BA in English Language and Literature from the University of Michigan and an MFA in Creative Writing from the University of Southern Maine. I've published four books of nonfiction and numerous essays in journals, newspapers and anthologies. I taught nonfiction writing and literature for many years at the University of Maine and at Southern Maine Community College. I hope to share my experience and expertise with you in our class, and look forward to it.

### COURSE SCHEDULE

If changes to the Schedule are required, you will receive sufficient notice. Please be sure to check your email daily and the Course Schedule online on Canvas. All readings should be completed BEFORE class on the day listed, so that you can come to class prepared and able to participate; you should be prepared to write during every class session. Please bring both texts to each class. Readings from *The Norton Sampler* are identified in the Schedule as N; readings from the *Pocket Style Manual* are identified as P.

**PLEASE NOTE:** After each reading assigned in Norton, you are responsible for the sections following it—"For Discussion," "Strategies and Structures," "Words and Figures of Speech," "Understanding the Essay," and "For Writing:" Unless I give you an actual assignment out of these sections, you are not required to submit work. But you should be prepared for possible quizzes on the comments and especially on the "Words and Figures of Speech" sections.

All readings, everything listed on a specific date is due AT THAT CLASS, ON THAT DATE. Any assignment identified as "Homework" or "HW" is due THE FOLLOWING CLASS. I will always provide you the name of a HW assignment, as specified on the Formatting handout. You will always include the name of the HW assignment in your heading, as specified on the Formatting Guidelines.

#### **Week 1 01-21-19 - 01-23-19**

**Mon:** NO CLASS. Martin Luther King Day

**Wed:** Course introduction. Syllabus/Schedule.

**Handouts:** "Formatting Requirements," "Guidelines for Active/Close Reading," "Important Words/Ideas."

**HW:** Vocabulary 1.

#### **Week 2 01-28-19 – 01-30-19**

**Mon:** N: "1, Reading as a Writer," pp. 1-18. P: "Grammar, 10-12, pp. 20-38.

**In-Class Writing:** N: "For Writing," 1-2, p. 15. The name of this assignment is **E.B. White**.

**Wed:** N: "2, Elements of the Essay," pp. 19-32. Liz Addison, "Two Years Are Better Than Four," pp. 476-80. "4, Writing Paragraphs," pp. 51-66.

**HW:** Handout "Addison." The name of this assignment is **Addison**.

**HW:** E.B. White-2.

#### **Week 3 02-04-19 – 02-06-19**

**Mon:** N: "3, The Writing Process," pp. 33-39.

**Handout:** The Art of Summarizing.

**Homework:** Wulf Summary Exercise. The name of this assignment is **Wulf Summary**.

**Wed:** **In-Class Writing:** Summarizing and paraphrasing.

**HW:** Vocabulary 2.

#### **Week 4 02-11-19 – 02-13-19**

**Mon:** N: "3, Using the Patterns Taught in This Book," pp. 40-50.

**Wed:** N: The following assignment consists of the full essays given as examples of the various modes of writing on pp. 40-41 of the section we covered on Monday, "3, Using the Patterns Taught in This Book." Please

**Wed: 02-13-19 (cont.)**

note you are also to complete and submit as **Homework (HW)** the exercises I have listed following each piece. Unlike most HW assignments, which are due the following class, this one is due Wednesday, 02-20-19. Please be sure to identify your work by citing the name of the essay it concerns, as shown on the Formatting handout. The collective name of this assignment—for all of the following—is **Using the Patterns, 1-9**.

- 1. Description:** Sam Quinones, “Dreamland,” pp. 85-91;  
**HW:** “For Writing,” 1, p. 91.
- 2. Narration:** Lynda Barry, “The Sanctuary of School,” pp. 166-72;  
**HW:** “For Discussion,” 3, p.171.
- 3. Examples:** Philip Weiss, “How to Get Out of a Locked Trunk,” pp. 304-11;  
**HW:** “Strategies & Structures,” 2, p. 310.
- 4. Classification:** Warren Buffett, “Stop Coddling the Super-Rich,” pp. 253-57;  
**HW:** “Words & Figures of Speech,” 2, p. 257;
- 5. Process Analysis:** Edward O. Wilson, “First Passion, Then Training,” pp. 288-93;  
**HW:** “For Writing,” 2, p. 293
- 6. Comparison and Contrast:** Deborah Tannen, “Gender in the Classroom,” pp. 356-64;  
**HW:** “For Writing,” 1, p. 364.
- 7. Definition:** Tanya Maria Barrientos, “Se Habla Español,” pp. 388-93;  
**HW:** “Strategies & Structures,” p. 392.
- 8. Cause and Effect:** Sonia Sotomayor, “My Beloved World,” pp. 454-60;  
**HW:** “For Writing,” 1, p. 460.
- 9. Argument:** Sherry Turkle, “Romance: Where Are You? Who Are You? Wait, What Just Happened?” pp. 502-507.  
**HW:** “Understanding the Essay,” 3, p. 506.

**Week 5 02-18-19 – 02-20-19**

**Mon: NO CLASS PRESIDENT’S DAY**

**Wed: N:** “5, Description,” pp. 67-77. Cherokee Paul McDonald, “A View From The Bridge,” pp. 92-97.  
**HW:** “For Writing,” 1, p. 96. The name of this assignment is **DES-McDonald**.

**Week 6 02-25-19 – 02-27-19**

**Mon: N:** “7, Example,” pp. 173-89. Matthew Desmond, “Cold City,” pp. 206-12.  
**HW:** “Strategies and Structures,” 2, p. 211. The name of this assignment is **EX-Desmond**.

**Wed: N:** “6, Narrative,” pp. 121-37. Yiyin Li, “Orange Crush,” pp. 152-56.  
**HW:** “For Writing,” 1, p. 156. The name of this assignment is **NAR-Li**.

**Week 7 03-04-19 – 03-06-19**

**Mon: N:** “12, Cause and Effect,” pp. 417-32. Molly Ivins, “Get A Knife, Get A Dog, But Get Rid of Guns,” pp. 449-53.  
**HW:** “Strategies and Structure,” 2, p. 452. The name of this assignment is **CE-Ivins**.  
**Handout:** Guidelines Essay 1.

**Wed: Mid-Term Test. Discussion and topics for Essay 1.**

**Week 8 03-11-19 – 03-13-19**

**Mon: Essay 1 Draft Workshop**

**Wed:** P: "Repair Sentence Fragments," pp. 40-42; "15, Revise Run-On Sentences," pp. 42-46.

**Week 9 03-18-19 – 03-22-19**

**NO CLASS SPRING BREAK**

**Week 10 03-25-19 – 03-27-19**

**Mon: Essay 1 Final + Draft Due**

**N:** "14, Classic Essays and Speeches," pp. 539-41. Thomas Jefferson, "The Declaration of Independence," pp. 553-57. "Understanding the Essay," 1-6, p. 557. The name of this assignment is **CL-Jefferson**.

**Handout:** Guidelines Essay 2.

**Wed:** **N:** Abraham Lincoln, "Second Inaugural Address," pp. 561-63. "Understanding the Essay," 1-5, pp.563-64. The name of this assignment is **SP-Lincoln**.

**Discussion and topics for Essay 2.**

**Week 11 04-01-19 – 04-03-19**

**Mon: Essay 2 Draft Workshop.**

**Wed:** P: "17, Punctuation," pp. 54-75; "22, Mechanics," pp. 77-87. General grammar review.

**Week 12 04-08-19 – 04-10-19**

**Mon: Essay 2 Final + Draft due.**

**Handout:** Richard Preston, "Climbing the Redwoods."

**Handout:** Guidelines Essay 3.

**Wed:** "Climbing the Redwoods."

**Discussion and topics for Essay 3.**

**Week 13 04-15-19 – 04-17-19**

**Mon: Essay 3 Draft Workshop.**

**Handout: Guidelines Research Paper.**

**Wed: MLA Orientation.**

**Week 14 04-22-19 – 04-24-19**

**Mon: Essay 3 Final + Draft due.**

**Discussion of Research Paper and topics.**

**Wed: Research Paper topic due.**

**Week 15 04-29-19 – 05-01-19**

**Mon: Research Paper.**

**Wed: Research Paper.**

**Week 16 05-06-19 – 05-10-19 Last week of classes**

**Mon: Research Paper**

**Wed: Research Paper Draft Workshop**

**Fri: RESEARCH PAPER TO INSTRUCTOR BY 5:00 PM.**

**Week 17 05-13-19 – 05-15-19 EXAM WEEK**

**Our class exam day: Monday, 05-13-19, 8:30 – 10:30 am. FINAL RESEARCH PAPER DUE**