

<b>Syllabus for:</b>	
<b>ENGLISH 1A: Pelican Bay Scholars Program</b>	
<b>Semester &amp; Year:</b>	Spring 2019
<b>Course ID and Section</b>	English 1A D7917
<b>Number of Credits/Units:</b>	4
<b>Day/Time/Location:</b>	T/TH 12:30-2:35 pm      BYARD
<b>Instructor's Name:</b>	Chrystal Helton
<b>Textbook Information:</b>	<i>They Say, I Say, 4E with Readings</i> by Gerald Graff, Cathy Birkenstein and Russel Durst  <i>Easy Writer, 6th Edition</i> by Andrea A. Lunsford
<b>Course Description:</b>	
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.	
<b>Student Learning Outcomes (as described in course outline) :</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> 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.	
<b>Academic Honesty:</b> 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) and other board policies and procedures are available upon request.	
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.	

**Boozhoo! Hello, good to see you!**

*"The only people who see the whole picture are the ones who step out of the frame"*  
–*Salmon Rushdie*

## What We Will Be Doing

### **READING RESPONSES & CLASS WORK**

Learning to read critically is necessary for entering thoughtful discussions and “joining conversations” we are deeply committed to. This is not just a course in writing. This is also a course in reading and thinking. Be prepared to take notes on each reading and write Reading Responses to college-level readings throughout the semester. Many of these responses will also guide classroom discussions and your own research and writing. You will also be asked to complete in-class activities throughout the semester.

### **ESSAYS**

By the end of the semester you will have completed three formal essays

- (1) Explanatory Synthesis (1000+ words)
- (2) Argumentative Synthesis I (1500+ words)
- (3) Argumentative Synthesis II (2000+ words)

Clear instructions for each essay will be given to you. Essays will be assessed with detailed rubrics that you will have before the first drafts are due. Essays will need to be written in MLA format (which we will discuss). Also, drafts and peer review participation will factor into your final essay grades.

**If either of your first two essays do not earn passing grades, you will be required to revise them and will need to have them turned back in within a week of getting them back.** Your job in this class is to practice as much as possible until you are proficient (able to join the conversation) in different areas of writing. And revising will help you learn this.

### **PEER REVIEW**

I firmly believe in the power of collaborative learning—learning by working with others. If we want to join conversations beyond those we have in our heads, sharing our work with our classmates and taking the time to work with their writing decisions is important. Be

We think we listen, but  
very rarely do we listen  
with real  
understanding, true  
empathy. Yet listening,  
of this very special  
kind, is one of the most  
potent forces for  
change that I know.

Carl Rogers

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prepared to share your writing with others in the class and actively critique and praise your classmates' thinking and writing. Please be prepared to turn in your completed drafts during these sessions. A **completed draft** is one that you would be willing to turn in—it is complete. [These drafts are worth 20% of your final essay grades.] Peer Review offers us an opportunity to cultivate our own and others' writing skills and confidence.

### How You Will Be Graded

Reading Responses & Classwork	30%
Essays	70%

**A** (100-90%) / **B** (89-80%) / **C** (79-70%) / **D** (69-60%) / **F** (59-0%)

**Note: There are no extra credit options.**

### Our Class

#### BASIC AGREEMENTS

#### MISSED/LATE WORK:

Reading Responses and major essays may be made up **if** the absence is **excused** and/or **if previous arrangements** were made with me.

"If stories come to you, care for them. And learn to give them away where they are needed. Sometimes a person needs a story more than food to stay alive." —Barry Lopez, in *Crow and Weasel*

*The policies and procedures outlined in this syllabus are subject to change.*



<b>WEEK</b>	<b>Schedule of Readings, Spring 2019</b> <b>Weeks 1-8</b>
<i>January 22 &amp; 24</i>	<p>Introductions</p> <p><i>Easy Writer</i>, 42-47</p> <p>“The ‘Other Side’ Is Not Dumb” by Sean Blanda, <i>TS/IS</i>, 212</p>
<i>January 29 &amp; 31</i>	<p><i>They Say/I Say</i>, Chapter Twelve</p> <p>“The New Jim Crow” by Michelle Alexander, <i>TS/IS</i>, 230</p> <p>“Howard University Commencement Speech” by Barack Obama, <i>TS/IS</i> 296</p>
<i>Feb 5 &amp; 7</i>	<p><i>They Say/I Say</i>, Introduction, 1-18</p> <p>“Why Rural America Voted for Trump” by Robert Leonard, <i>TS/IS</i>, 279</p>
<i>Feb 12 &amp; 14</i>	<p><i>They Say/I Say</i>, Chapter One</p> <p>“On the Front Lines of a New Culture War,” by Steve Kolowich, <i>TS/IS</i>, 398</p> <p><i>They Say/I Say</i>, Chapter Two</p>
<i>Feb 19 &amp; 21</i>	<p><i>Easy Writer</i>, 14-27 &amp; 34-37</p> <p><i>They Say/I Say</i>, Chapter Three</p>

<i>Feb 26 &amp; 28</i>	<i>Easy Writer</i> , 214 <b>Essay #1 Workshop</b> <b>Essay #1 Due</b>
<i>March 5 &amp; 7</i>	“No Need to Call” by Sherry Turkle, <i>TS/IS</i> , 505 “Smarter Than You Think,” by Clive Thompson, <i>TS/IS</i> , 441
<i>March 12 &amp; 14</i>	<i>They Say, I Say</i> , Chapter Four “Does a Protest’s Size Matter?” by Zeynep Tufekci, <i>TS/IS</i> , 531
<i>March 18-22</i>	<b><i>SPRING BREAK</i></b>