

Syllabus for English 1A – Eureka Campus		
Semester & Year	Spring 2019 [1/19/19 – 5/17/19]	
Course ID and Section #	ENGL-1A-E5758	
Instructor's Name	Laurel Jean	
Day/Time	MWF 1:15 – 2:30pm	
Location	SS109	
Number of Credits/Units	4.0	
Contact Information	<i>Office location</i>	HU213 (M/W) & CA113 (F)
	<i>Office hours</i>	MW 8:10 – 8:40PM & F 2:35 – 3:05PM
	<i>Email address</i>	laurel-jean@redwoods.edu
Textbook Information	<i>Title & Edition</i>	<i>They Say/I Say: Moves that Matter in Academic Writing 4th Edition</i> <i>The Little Seagull Handbook 3E</i>
	<i>Author</i>	Cathy Birkenstein, Russel Durst and Gerald Graff Richard Bullock, Michal Brody, and Francine Weinberg
	<i>ISBN</i>	978-0-393-63167-8 978-0-393-60263-0
Course Description		
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.		
Student Learning Outcomes		
<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		
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 530-625-4821 Ext 23.		
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. Contact the CR KT Office for specific information at (530) 625-4821.		

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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 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>. 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; 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 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>.

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 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

Your participation in this class is essential to your success because active learning and conversation are required for developing your analytical reading and writing abilities. Plus, my teaching philosophy seeks to build our course upon the foundation of student-generated content as much as possible. This means that although I have selected our general course theme and textbooks, your interactions with the material and with me and one another will mostly determine what happens in this class this semester. In other words, we won't have much of a class without everyone's constant and engaged participation, so please know up front that I operate from the perspective that we all will contribute to the success of this class.

The material we address 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.

You will receive 3 Participation Points each day you are in class: 1 for being to class on time, 1 for being present (not on your phone, listening to the discussion, participating in discussion with your classmates), and 1 for have your materials.

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
2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive arguments
3. Develop varied and flexible strategies for generating, drafting, and revising
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, and development
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
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 show up to class and be 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 have more than four unexcused absences before Week 11, or over the course of 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. Timed writings and in-class assignments may be made up one week after your return to class, 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 one week from a Final Draft due date to revise essays of less than a “B” after they have been graded, and I will adjust the grade 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

All student essays are submitted on Canvas, which automatically submits them to Turnitin.com. Turnitin scans them for previously written or published material. 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

25% Eight one-page critical analysis papers [250 words, each, 2,000 words total] + **Three Personal Essays:** Literacy Narrative [500 words], This I Believe Essay [500 words], and a Reflection Essay [500 words] (3,500 words total)

35% Formal Essays: One three-page paper [750 words], one four-page paper [1,000 words], and one five-page paper [1,250 words] (3,000 words total)

25% Participation in class discussions and activities

15% Portfolio

Please print out and bring readings to class with you. Please always bring your books to class.

Week	Date	Due
1 Norms	1/21/19	Holiday – No Class
	1/23/19	None – First Class
	1/25/19	Read our class syllabus
2 Health	1/28/19	Read <i>They Say/I Say</i> “Introduction: <i>Entering the Conversation</i> ” pp. 1 – 18 Read “I Take Your Point”: <i>Entering Class Discussions</i> pp. 162 – 165 Read “These 5 Healthy Eating Habits Could Help You Live a Decade Longer”
	1/30/19	Read “What Too Much Alcohol Can Do to Your Health”
	2/1/19	Write “Literacy Narrative” Essay [500 words]
3 Health	2/4/19	Read “They Say”: <i>Starting with What Others Are Saying</i> pp. 19 – 29 Read “Her Point Is”: <i>The Art of Summarizing</i> pp. 30 – 42 Read “Avoid the Back-to-School Plague of Flu and Cold” Compose Article of the Week Canvas Discussion Response 1
	2/6/19	Read “Sacrificing Sleep? This is What It Will Do to Your Health.”
	2/8/19	
4 Prison	2/11/19	Read “Yes/No/Okay, But” <i>Three Ways to Respond</i> pp. 53 – 66 Read “The Private Prison Industry, Explained” Write “This I Believe” Essay [500 words]
	2/13/19	Read “So What? Who Cares?”: <i>Saying Why It Matters</i> pp. 91 – 100 Watch “Mass Incarceration in the US” by vlogbrothers
	2/15/19	
5 Prison	2/18/19	Holiday – No Class Write Rough Draft 1 Essay 1 [750 words] Compose Article of the Week Canvas Discussion Response 2
	2/20/19	Read “And Yet”: <i>Distinguishing What You Say from What They Say</i> ” pp. 67 – 76
	2/22/19	Read “Black Men Sentenced to More Time for Committing the Exact Same Crime as a White Person, Study Finds”
6 Social Media	2/25/19	Peer-Review Day Write [1/8] One-page Response to “Health” Essay [250 words] Write Rough Draft 2 Essay 1 [750 words]
	2/27/19	Read “Social Media’s Impact on Students’ Mental Health Comes into Focus”
	3/1/19	Watch “Factory of Lies: Social Media Warfare” by NBC News
7 Social Media	3/4/19	Read “As He Himself Puts It”: <i>The Art of Quoting</i> ” pp. 43 – 52 Write [2/8] One-page Response to “Prison” Essay [250 words] Write Final Draft Essay 1 [750 words] Compose Article of the Week Canvas Discussion Response 3
	3/6/19	Read “Facebook’s Zuckerberg Says Sorry to US, UK with Newspaper Ads; Polls Show Trust in Site Is Sinking”
	3/8/19	Read “Mark Zuckerberg’s Big Blind Spot and the Conflict within Facebook”
8 Climate Change	3/11/19	Write [3/8] One-page response to “Social Media” Essay [250 words] Read “As a Result”: <i>Connecting the Parts</i> ” pp. 101 – 116
	3/13/19	Read “Climate Change Is Complex. Here Are Some Answers to Your Questions”
	3/15/19	Watch “Climate Change 101 with Bill Nye” from National Geographic

This syllabus is subject to change at instructor’s discretion.

3/18/19 – 3/23/19 Spring Break – No Classes		
9 Climate Change	3/25/19	Read “Major Climate Report Describes a Strong Risk of Crisis as Early as 2040” Peer Review Day Write Rough Draft 1 Essay 2 [1000 words]
	3/27/19	Read “You Mean I Can Just Say It That Way?": <i>Academic Writing Doesn't Mean Setting Aside Your Own Voice</i> ” pp. 117 – 130
	3/29/19	Read “But Don't Get Me Wrong”: <i>The Art of Metacommentary</i> ” pp. 131 – 140
10 America at War	4/1/19	Write [4/8] One-page response to “Climate Change” Essay [250 words] Watch “Terrorism, War, and Bush 43: Crash Course US History #46” by Crash Course Compose Article of the Week Canvas Discussion Response 4
	4/3/19	Read “Skeptics May Object”: <i>Planting a Naysayer in Your Text</i> pp. 77 – 90
	4/5/19	Read “The Crisis at Veterans Affairs” Write Rough Draft 2 Essay 2 [1000 words]
11 America at War	4/8/19	Read “He Says Contends”: <i>Using the Templates to Revise</i> ” pp. 141 – 161 Write [5/8] One-page response to “Climate Change” Essay [250 words]
	4/10/19	Read “Afghanistan: The Endless War”
	4/12/19	Read “What Do the US, UK and French Airstrikes Mean for Syria's War?”
12 Trump	4/15/19	Compose Article of the Week Canvas Discussion Response 5 Write Final Draft Essay 2 [1000 words]
	4/17/19	Watch “A timeline of the 3 Trump-Russia scandals” from Vox Read “Republicans Stick with Trump Despite Major Legal Trouble for Ex-Top Aides” Write [6/8] One-page response to “America at War” Essay [250 words]
	4/19/19	Read “Where Is the Collusion?” Answers to All Your Questions about the Russia Investigation”
13 Trump	4/22/19	Write [7/8] One-page response to “Trump” Essay [250 words] Read “Trump Orders Limited FBI Investigation to Supplement Kavanaugh Background Check”
	4/24/19	Read “Kavanaugh Accuser Christine Blasey Ford Reaches Tentative Deal to Testify before Senate Judiciary Committee on Thursday”
	4/26/19	Watch “Voting” by Last Week Tonight
14 Civil Rights	4/29/19	Peer Review Day Write Rough Draft 1 Essay 3 [1,250 words]
	5/1/19	Read “US Officially Accuses Russia of Hacking DNC and Interfering with Election”
	5/3/19	Compose Article of the Week Canvas Discussion Response 6
15 Civil Rights	5/6/19	Write Rough Draft 2 Essay 3 [1,250 words]
	5/8/19	Write [8/8] One-page response to “Trump” Essay [250 words]
	5/10/19	Write “Reflection” Essay [500 words] Attend Final Class on 5/13/19 to turn in your portfolio and participate in reading excerpts from our essays Write Final Draft Essay 3 [1,250 words] Due 5/13/19 Compose Article of the Week Canvas Discussion Response 7 Due 5/13/19

****Please note that this schedule is subject to change at the instructor's discretion**