

Syllabus for English 1A Eureka Campus	
Semester & Year	Spring 2019
Course ID and Section #	ENGL-1A-E5761
Instructor's Name	Jonathan Maiullo
Day/Time	TTR 1:15pm-3:20PM
Location	AT106
Number of Credits/Units	4
Contact Information	<i>Office location</i> HU 119
	<i>Office hours</i> TBD
	<i>Email address</i> Jonathan-maiullo@redwoods.edu
Textbook Information	<i>Title & Edition</i> Norton Field Guide to Writing 4th Ed. w/ Reading and Handbook
	<i>Author</i> Bullock et al.
	<i>ISBN</i> ISBN: 9780393617399
	<i>Title & Edition</i> Travel as a Political Act. <i>Author</i> Steves, Rick <i>ISBN</i> ISBN: 9781631217630
Course Description	
<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>	
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	
<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 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 DSPPS at 707-476-4280.</p>	

<p>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.</p>	
<p>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</p>	
<p>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.</p>	
<p>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.</p>	

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.

English 1A**ENGL-1A-E5761****TTR 1:15pm-3:20PM****Spring 2019****Jonathan Maiullo****Required Texts:**

- **Norton Field Guide to Writing 4th 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 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. *The Norton Field Guide* or NFGW provides an overview of conventions and genres with examples. *Travel as a Political Act* or TPA provides arguments from various perspectives to study and respond to.

In addition, I will provide in-class readings and PDFs on Canvas.

A 750 word essay will be required for all students interested in adding ENGL1A after the 1st week.

Required Materials:

- ✓ A notebook of ruled paper-- for in-class writings and notes and your personal reference.
- ✓ A USB drive for transportation of your work
- ✓ Daily internet access
- ✓ Writing materials
- ✓ A folder (or binder) to keep track of handouts
- ✓ A printing card for the library with credit

Please bring texts and materials to each class.

Tuesday, Feb. 5 I will check for these materials and books and issue a participation grade based on whether you have them.

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, one of its most common expressions, 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 English 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 analysis. 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 strays 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 requires that you share your work. Throughout this class, we will be working with our peers to shape our writing. Initially, I know this is not comfortable, but, check the thank you lists in any book; no one writes alone.

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:

***Note no late work will be accepted. If you are sick or absent, you must turn in your assignments on Canvas or email them to me on the day they are due. It's not fair to students who work hard to meet deadlines if the deadlines are superficial.**

- *Daily In-class Writings:*

After the first week, each class will begin with a free writing period to consider the reading in your own voice and register. This is a journaling activity to produce ideas. The way you write on these assignments is entirely up to you. I will provide reflection topics, but you are always welcome to choose your own topic. The important thing is that you use this time to write.

- *Source Workshops and Computer Lab Writing*

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 (March 5, 26 and April 30). At the end of each workshop you will submit an annotated bibliography. While we are visiting the computer lab you will also have time to work on your essay assignments with instructor and peer support.

- *In-Class Writing Assignments:*

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.

- *Canvas Writing Responses:*

To respond to the reading assignments and share thoughts and opinions, we will use Canvas. For each reading, I will offer a prompt to respond to. Respond to the reading and the thoughts of two of your peers with a written response. I will be reading these for discussion ideas to use in the following class. For TPA, you will write a one-page response to each reading.

All entries are due 7am on the day of the assignment.

- *Peer Review Sessions:*

For each essay there will be a peer review session. In these sessions you will use different strategies to offer revision comments on the work of your peers. Good writing is not accomplished without revision and revising another's work offers insights for both reviewer and reviewee. Great work is seldom done in a vacuum and writing is no exception. Please thoughtfully consider the work of your peers and offer constructive insights based on the rubrics provided.

To ensure the success of these sessions, I ask that you bring a list of questions about your rough draft you'd like your reviewer to respond to. These questions and your rough drafts on peer review day will account for 10% of your grade.

- *Conference (Thursday Feb. 28)*

Before your second 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 working rough draft to this writing conference, which will be held outside class time, and a list of questions regarding the essay.

- *Essays:*

The four essays will focus on different genres, 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 *personal essay* will serve as an introduction to academic writing. The remaining 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 on Canvas using 'Turn it in' which checks for plagiarism.

- *Reflection and Revision*

After each essay you will have time to read and reflect on the feedback I provide. From the day each essay is returned, you will have one week to revise for a 10% increase to your grade. This is not a requirement.

The types of essay are as follows, with grade percentage:

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

Personal Essay- 1,200 words 10% –Memoir

Evaluation Essay-1,200 words 10% --Evaluate a product of any kind

Argumentative Essay- 1,600 words 20% – Argue a position

Analytical Essay—1,600 words 20% Interpret and respond to an argument

Total 60%

+

Attendance 10%

In-class participation 10%

Writing Responses on Canvas 10%

Peer Review Preparation 10%

Total 100%

Grading Scale:

A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	<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 *Norton* readings and in *Travel as a Political Act* and the analysis essay. (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 our argumentative and analytical essays 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

--We will also have three source-finding workshops which will yield annotated bibliographies. (dates below)

Absences, tardiness and late work:

- ❖ **Late work will not be accepted.**
- ❖ **Attendance is 10% of your grade.**
- ❖ **After you miss six classes, I will drop you. It is your responsibility to keep track of your absences.**
- ❖ **Tardiness disrupts the class. Three tardy marks will result in an absence.**

If these policies seem extreme it is only to avoid greater agony later in the semester. In my years as an instructor I have found students who consistently hand in late work and miss class risk failure. In order to make this effects of decisions clear from the beginning, I have created these policies.

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. When Jack White, Alicia Keys and numerous restaurant and café owners ask patrons to turn off their phones to experience what they are offering—there must be something to it.

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 will announce my office hours during the first class. Be aware of them and, if you have any doubts or concerns come and see me before they grow unwieldy.

Dates:

- Feb 1: Last day to drop with a refund
- April 5: Last day for withdrawal (no refund)

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.
- **Writing Center (WC):** (<http://www.redwoods.edu/writingcenter>)

Text Codes

Travel as a Political Act -TPA

Norton Field Guide to Writing --NFGW

Essays

PE—Personal Essay revised draft due

EE—Evaluation Essay revised draft due

AE—Argumentative Essay revised draft due

ANE—Analytical Essay revised draft due

Advice from previous students of this class

- *"A rough draft doesn't exist until you are dead. If you feel it could've been better than keep editing and re-writing."*
- *"My favorite part of the class was finding people to bounce ideas off."*
- *"Do your homework on campus before or after class."*

- *“Communicate any absences, tardiness or personal struggles with your instructor.”*

Date	Reading/ In-class activity	Homework for <u>next class</u>	Goal	Class
Tues Jan 22	Why Write and how to do it: Orwell and Didion. Examine these and find what made them write and how they kept writing. <u>Write Ordinarily</u> . Share your own experience Assignment: What do you need to do to be a writer?	Read <i>Politics and the English Language</i> PDF respond on Canvas Canvas check-in Print Syllabus and bring to class	Why Write?	1
Thurs Jan 24	Syllabus and Politics and the English Language Assignment: Revise the writing of a peer in the last class for Orwellian errors. Write a footnote on which errors you tend to make the most often and why. What has led you to making these errors? HM: Aristotle	Read <i>Rhetoric</i> PDF Canvas discussion of Aristotle	Common Errors	2
Tues Jan 29	Argument and Aristotle: Aristotle's Rhetoric Chap 2, define ethos, logos, pathos in lecture	Listen to a story on The Moth Read NFGW 18 Memoir Canvas discussion of <i>All Over but the Shoutin'</i>	Rhetorical Appeals	3
Thurs Jan 31	Discuss Moth stories Memoir lecture (5 parts of a story) Write your own memoir workshop. Personal essay assignment with rubric.	Read NFGW 5-8 Rhetorical situation Outline your own story	Memoir and Storytelling	4
Tues Feb 5	Lecture on the rhetorical situation. Practice	Record memoirs, upload to Canvas,	The Rhetorical Situation	5

	memoir story-telling (storychain) Materials check	listen and comment on the memoirs of others.		
Thurs Feb 7	<u>Tell stories in class</u>	Read NFGW 40 describing Canvas discussion and completed personal essay working rough draft	Narrative practice	6
Tues Feb 12	Lecture on description. Why does it matter in all writing? Description workshop. Add descriptions to memoirs. Write descriptions and workshop them.	Read NFGW 33 Beginning and ending and 30 on Revising Personal essay rough draft and questions (bring two (2) printed copies	Describing	7
Thurs Feb 14	Lecture on beginning and ending. (NFGW 33) examine <i>A Dog's Life, No Dawn to the East or A Clean Well-Lighted Place</i> . How do these writers begin and end? Write an alternate beginning and ending, peer evaluation of memoirs read the whole thing out loud. (NFGW 30) Revising— How to revise	Personal essay revised draft Due Feb 19 7am on Canvas. Bring corrected rough draft	Beginning and Ending + Revising	8
Tues Feb 19	Reflection on personal essay. Reflect on the writing process and use as a coversheet for revised draft. Examine Evaluations. Lecture NFGW 16 Juno read in-class. How is this evaluated?	Read NFGW 27 Generating Ideas and NFGW 1 Academic Writing Canvas discussion on academic writing, what defines it?	Evaluation	9

Thurs Feb 21	Lecture on academic writing—what is expected? What will be expected? Generating ideas—Ss use techniques to brainstorm ideas and share. Evaluation Essay assignment. What are you interested in evaluating? Ss evaluate criteria from Juno example. Evaluation essay assignment with rubric	Outline evaluation topic Read NFGW 46 evaluating sources	Academic Writing	10
Tues Feb 26	MLA and plagiarism workshop: Create works cited	Bring working rough draft to conference and questions	MLA Style	11
Thurs Feb 28	Evaluation essay conferences all day. Location TBA	Consider sources to include. Share topic and sources on Canvas Bring rough draft to class	Evaluation essay conferences	12
Tues March 5 Meet in computer lab	Finding sources workshop + works cited	Evaluation Essay Rough Draft and questions	Finding Sources	13
Thurs March 7	Evaluation essay rough draft workshop	Evaluation Essay Revised Draft and corrected rough draft	Peer review	14
Tues March 12	Reflect on the writing process and use as a coversheet for revised draft. <i>This is Water</i> —argument lecture Evaluation Essay revised due with reflection cover letter.	Read NFGW 36 Arguing Canvas discussion of argument	Argument	15
Thurs March 14	Argument lecture.	Read NFGW 62 'Is	Responding to	16

	Responses to the argument. Argumentative Essay assignment. Brainstorm. Find a specific topic to <u>you</u> .	Google Making us Stupid?' Canvas discussion of NFGW 62 Work on Argumentative Essay rough draft	argument	
March 18-22	Spring	Break		
Tues March 26 Meet in computer lab	Discuss 'Is Google Making us Stupid?' Finding sources and writing workshop + works cited	Argumentative essay rough draft	Evaluate an argument	17
Thurs March 28	Argumentative essay rough draft workshop	Revised Argumentative essay and corrected rough draft	Peer evaluation	18
Tues April 2	Look at TPA and 'Rick Steves Get Uncomfortable': What is the (anticipated) argument? How is it made? Who is the audience? Claim, reason, evidence?	Read TPA 1-2 Canvas discussion. In class, keep a tally (poster) of each argument Steves makes.	Claim, reason and evidence	19
Thurs April 4	TPA 1-2 discussion and written response Respond to Steves' argument	HM TPA 3-4 Canvas discussion	Analysis	20
Tues April 9	TPA 3-4 Respond to Steves' argument What is assumed?	TPA 5-6 Canvas discussion	Assumption	21
Thurs April 11	TPA 5-6 Respond to Steves' argument What is implied?	TPA 7-8 Canvas discussion	Implication	22
Tues April 16	TPA 7-8 Respond to Steves' argument using critical thinking tools:	TPA 9-10 Canvas discussion	Critical thinking tools	23

	Ladder of Inference			
Thurs April 18	TPA 9-10 Respond to Steves' argument critical thinking tools: Six Thinking Hats	NFGW 11 Analyzing texts	Critical thinking tools	24
Tues April 23	Poster Session Reflect on TPA and unite claims, reasons and evidence	Canvas discussion of most and least effective claims of TPA	Claim, reason and evidence	25
Thurs April 25	Pick one of Steves problems; offer a solution, respond to arguments Analytical essay assignment	Begin work on Analytical essay	Analytical writing	26
Tues April 30 Meet in computer lab	Source workshop + works cited	Analytical essay rough draft	Analytical writing	27
Thurs May 2	Analytical essay Rough draft peer evaluations		Analytical writing/ Peer evaluation	28
Tues May 7	Discussion of class		Course reflection	29
Thurs May 9	Work on Analytical Essay	Analytical essay revised		30
Final Exams May 11-17	Analytical Essay due during scheduled final. Analytical essay reflection			Final

English 1A Spring 2019 Contract

Office hours are: _____

Grade break down is: _____

Required materials are: _____

They will be checked on: _____

I understand

- ✓ **Late work will not be accepted.**

- ✓ **Attendance is 10% of my grade.**

- ✓ **If I miss six classes, I will be dropped from the class.**

- ✓ **Three tardy marks will result in an absence.**

Questions or concerns: _____

Name: _____

Signature: _____