

Syllabus for English 1A: Analytical Reading & Writing – Eureka Campus		
Semester & Year	Spring 2019	
Course ID and Section #	ENGL-1A-E6893 046893	
Instructor's Name	Mary Sue Prangley	
Day/Time	T-Th 10:45 am - 12:50 pm	
Location	HU 114	
Number of Credits/Units	4	
Contact Information	<i>Office location</i>	HU 119
	<i>Office hours</i>	Thursdays 1-2 pm
	<i>Phone number</i>	
	<i>Email address</i>	marysue-prangley@redwoods.edu
Textbook Information	<i>Title & Edition</i>	<i>The Shape of Reason</i> , 4 th Edition, Pearson Education, Inc., 2006 (John T. Gage) <i>A Pocket Style Manual 2016 MLA Updated Edition</i> 7 th Ed. (Diana Hacker)
	<i>Author</i>	See above
	<i>ISBN</i>	
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		
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 707-476-4280.		
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.		

Syllabus for English 1A: Analytical Reading & Writing – Eureka Campus

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/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 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.

Spring 2019

College of the Redwoods

English 1A: Analytical Reading & Writing Humans & the Environment Theme

Classroom: HU 114
T-Th 10:45 am – 12:50 pm
#046893

Instructor: *Mary Sue Prangley*
E-Mail: *marysue-prangley@redwoods.edu*

Office Hours: Thursdays 1:00-2:00 pm
Office: HU 119

Required Texts & Materials:

- John T. Gage, *The Shape of Reason*, 4th Edition, Pearson Education, Inc., 2006.
- Diana Hacker *A Pocket Style Manual 2016 MLA Updated Edition* 7th Ed.
- A print card and/or regular access to a printer
- Regular access to a computer and the Internet
- An email account (that you check daily)
- Plenty of writing utensils (pens/pencils) and an ample supply of lined 8 ½ x 11 paper (expect to need writing materials *every* class)
- 3 pocket folders (for working portfolios)
- 3 green books (for formal in-class writes)
- A flash drive or some other means of backing-up your work

Course Overview:

- **Course Description:** 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.
- **Prerequisite:** English 150 or English 102 (or equivalent) with grade of “C” or better or appropriate reading and writing scores on the placement exam.
- **Student Learning Outcomes**
Students successfully completing this course will be able to:
 - Analyze argumentative claims.
 - Respond to arguments with persuasive critical essays.
 - Locate, synthesize, and document sources for use in response to arguments.

- **Course Description/Goals:** Welcome to English 1A! This course will require much time and effort from you; yet it offers much in return. English 1A is a rigorous, comprehensive course designed to increase your critical thinking, reading, and writing skills. You'll be doing an extensive amount of reading, writing, and discussing for this class. The potential benefits, though, are worth your efforts. Engaging in activities such as reading and analyzing complex texts, developing extended written analytical arguments—as well as participating in intellectual class discussions and peer group activities—sharpens the critical thinking skills that will serve you well both in college and in your life beyond the classroom.

Over the course of the semester, you will learn different strategies to help you engage in intellectual conversations (both oral and written discourses). Upon successful completion of this course, you will have a deeper understanding of how to use language effectively in different situations and for different audiences and purposes. Additionally, you will have learned something of how place, language, and culture interact to shape our understanding of ourselves and the world we inhabit.

English 1A is primarily a workshop course. In this class, we will endeavor to create a supportive community environment. In whole class and small group settings, we will work together to develop the abilities to give appropriate, productive feedback, present ideas in a well-thought-out manner, and listen and respond to the ideas of others with interest and respect. In developing these abilities, you will be sharpening your critical thinking skills as well.

Course Requirements:

- ❖ **Major Papers:** You will write three major essays (each ranging from 1400 to 2000 words). MLA formatting and documentation are required for all essays. At least two of these papers will require research in the library and on the internet. All essays are to be typed using a standard 12-point font and double-spaced. I accept hard copies only. You may e-mail me a copy of an assignment if you're absent on the day it's due (to show you've completed it), but you will not receive credit for it until you've turned in a hard copy version when you come back to class. (See Deadline & Make-up Policy section for more details.)

You will need to maintain a working portfolio (in a pocket folder) for each major essay. The working portfolio is comprised of *all* writing pertaining to this paper, including a final, polished draft, all notes, prewriting, earlier drafts, peer feedback, conference notes, and so forth. In other words, *save everything*. In order to receive full credit for a major essay, you must submit it on the due date in a working portfolio containing all the required documents. **Note: I do not accept essays without a working portfolio.**

- ❖ **www.turnitin.com:** In addition to the stapled, hard copies of each of your essays that you submit, you will also submit electronically each of your essays to www.turnitin.com via Canvas. (If you're unsure about how to perform this activity, don't worry; we will be discussing in class how to submit essays when the time is appropriate.) At the end of the semester, the recorded grades for any essays that have not been submitted to turnitin.com will be deleted from the gradebook and you will receive a "zero" for the essay.

- ❖ **Course Readings & Responses:** You will be assigned many readings over the course of the semester. You can expect upwards of 50 pages of readings per week. All readings must be completed on the date due. Skimming readings will not be sufficient for English 1A. We will work together to develop your ability to engage in “active” reading, but you must do your part. You will need to read and annotate the assigned texts, making note of the ideas presented and questioning and testing these ideas against your own.

You will need to complete all assigned readings in order to: 1) actively participate in class discussions, and 2) write meaningful responses to the texts. You will be writing a number of responses to readings. These responses will take a variety of forms, including daily quick writes (QWs), out-of-class reading responses (RRs), and formal in-class writes.

These different writing assignments allow you to reflect on our readings, to formulate questions and ideas and connect these readings to your own experiences, knowledge bases, and/or a particular aspect of the world. They are also a means of developing and displaying your critical thinking and writing skills and, therefore, will require a certain amount of time and effort on your part. You can expect to spend, on average, 8 hours per week (outside class) in completing the reading and writing assignments for this 4 unit course.

Note: You have the option of developing a reading response or formal in-class write into a major essay. Keep this in mind as you read and write responses, and if you feel inspired to delve deeper into some idea, question, or issue, by all means, do so!

Additional note: A major portion of in-class writing will be in the form of quick writes (QWs). Only students who bring an annotated hard copy of the reading will be able to take that day’s quick write (QW). **Note: readings accessed via smartphone or other electronic devices are not hard copies.** A hard copy is a printed paper version of a reading (i.e. paper copy of a reading from Canvas).

- ❖ **Grammar Review & Practice (as needed)**
- ❖ **Engaged Participation in Class Activities, Peer Groups Exercises, and Whole Class Discussions:** (see Attendance & Participation section for more details)
- ❖ **Regular Class Attendance:** (see Attendance & Participation section for details)
- ❖ **Formatting Assignments:** All writing (other than in-class) must be typed using a standard 12-point font and double-spaced, the pages formatted with one inch margins. Staple pages together.

- ❖ **Deadline & Make-Up Policies:** As a general rule, I do not accept late work. Any exception to this rule will be determined on a case-by-case basis. All assignments must be turned in on the date they are due to receive credit. As noted in other sections, though, if you are absent, you may email me a copy of your homework by our class starting time on the day it is due (**followed by a hard copy turned in to me when you return to class**) to receive credit.

Grading Policy:

- ❖ **Attendance & Participation (30 points possible):** English 1A is a workshop course. Both your presence and your engaged participation in class are vital not only for your individual success but for the success of the class as a whole. The attendance points I assign you (following every class meeting) will be based just as much on your preparedness and participation as your presence in that day's session. For specific attendance requirements see attendance section below.
- ❖ **3 Major Essays Submitted with Prewriting and Earlier Drafts on Required Due Date (75+100+125 = 300 points possible):** All drafts are to be included in the working folder. Each essay will have been read and responded to in (at least) one peer group session (all peer responses are to be included in the working portfolio).
- ❖ **2 Discovery Drafts (15 pts each = 30 pts possible)**
- ❖ **2 Reading Responses (15 pts each = 30 pts possible)**
- ❖ **3 Formal In-Class Writes (15 pts each = 45 pts possible)**
- ❖ **In-Class & Online Writing, Quizzes, Homework Assignments, & Group Presentations (65 points possible):** There will be many opportunities to accumulate points through activities such as informal in-class writing (quick writes (QWs), freewrites, pre-reading questions, etc.), quizzes, group activities, and homework assignments. In addition, you may be participating in one (or more) small group presentations (time permitting).

Note concerning quick writes: A major portion of in-class writing will be in the form of quick writes (QWs). Only students who bring an annotated hard copy of the reading will be able to take the day's quick write (QW). Note: readings accessed via smartphone or other electronic devices are **not** hard copies. **A hard copy is a printed paper version of a reading (i.e. paper copy of a reading from Canvas).**

- ❖ **Extra Credit:** The official CR policy stipulates that extra credit is NOT available in English 1A.
- ❖ **Final Course Grade:** There are a total of 500 points available for this course. Final grades will be based on the following scale: A (465-500), A- (450-464), B+ (435-449), B (415-434), B- (400-414), C+ (385-399), C (365-384), C- (350-364), D (300-349).

Attendance and Participation Policies:

Since much of this class revolves around our discussions, you will need to be in class every day, on time, and prepared to engage in the day's activities. Please note that I will be taking attendance (in one form or another) *every* class period. I will also be keeping track of individual participation in group discussions and activities. (Grades are influenced by the level of participation in class.) Being late to class also affects your grade.

It is imperative that you come to class on time and prepared to actively participate. Lateness, lack of preparation, and inattentiveness will not only affect *your* ability to succeed in this course, it will also have an effect on the functioning of the class *as a whole*. Please keep this in mind.

The English Department Attendance Policy:

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 class meets twice a week, students should not exceed 4 absences for the semester. If a student exceeds the limit on absences before week 11 of the semester, an 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.

So what does this mean for our class? Since this English 1A class meets (2) two times a week, students should not exceed (4) four absences for the semester.

Before Census (Week 3): Be aware that if you've missed multiple classes and/or have not been turning in work, your name may be cleared from the class roster following Friday of Week 3 (Census Week). If you find yourself in this boat, come and talk to me about your situation as soon as possible.

Academic Honesty Policy:

Plagiarism is a serious offence which can result in failing English 1A. We will be discussing in class about acceptable ways of including the words of others in your writing, but if you ever have any questions about whether or not you may be plagiarizing something in your writing, please come see me *before* you turn in your paper, so we can avoid any potential misunderstandings about what your intentions may have been.

Academic Misconduct: 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.

Classroom Policies:

It has been my experience that most students are aware of the standards of appropriate classroom behavior and conduct themselves accordingly. However, for those who may not be sure what kind of behavior is expected in college classrooms, I've included the following:

Avoid interrupting the class by coming in late, leaving early, or coming and going from the room during class time. Please do your best to take care of personal needs before coming to class. Repeatedly walking in and out of the classroom is disruptive to our learning community. However, I do realize that there are times when emergencies occur that make such interruptions unavoidable. In these cases, if the situation can't wait for a break time, of course you may excuse yourself from class for a moment. Please just don't make a habit of it.

Note: We will make every effort to take a short break halfway through class for folks to use the restroom, check their phone, or eat a snack. However, these breaks are not sufficient time to go to the cafeteria and order food or beverages. Please take note of the above and plan accordingly.

Additional Note: See Disruptive Classroom Behavior on page two of this syllabus for additional information and understand that disrupting our classroom learning community will result in your being suspended from class for the day and referred to campus disciplinary authorities. Please know that I take my responsibility to provide a safe and productive learning environment for all students very seriously.

Outside Assistance for English 1A:

- ❖ **Instructor Conferences:** Studies show that students who meet often with their instructors are more successful in their classes. I encourage you to make an appointment with me to discuss any questions or concerns you may have at any stage of the writing process. You do not need to make an appointment for a conference during my office hours. Just drop in and I will be delighted to see you! However, if you would like a conference and cannot make it during my office hours, please speak with me (in person or via email) and we will arrange a mutually convenient time to meet.
- ❖ **The Writing Center:** All students can benefit from the feedback of interested readers of their writing. The CR Writing Center is staffed with trained, knowledge instructors and peer tutors who can help you with your essays or other writing projects. In order to take advantage of this opportunity, however, you need to enroll in English 53A (a half unit).
- ❖ **The Academic Support Center:** The Academic Support Center also offers tutoring service (free to students).
- ❖ **Special Accommodations:** Persons who wish to request disability-related accommodations should contact Disability Services and Programs for Students. Some accommodations may take up to several weeks to arrange. **Please see me as soon as possible if you would like help arranging accommodations. Your success in this class is my main consideration. I will be pleased to help in whatever way I can.**

The instructor reserves the right to add, delete, or revise sections of this course or syllabus. Changes will be announced in class.

Calendar English 1A Spring 2019
Humans & the Environment Theme

Tuesday	Thursday
<p>Week 1 Jan 22</p> <p>Introduction to the course & in-class writing & activities.</p>	<p>Jan 24</p> <p>In <i>Reason</i>, read Ch. 1 “Writing & the College Community” & Ch. 2 “Critical Reading.”</p> <p>Purchase textbooks from the bookstore. Reread syllabus & jot down questions (to discuss in class).</p>
<p>Week 2 Jan 29</p> <p>Read & annotate MLK’s “Letter from Birmingham Jail” (located on Canvas). Be sure to employ “active” reading strategies.</p> <p>Remember, you don’t have to use all the strategies. Focus mainly on adding comments & questions in the margins, defining key terms, & highlighting (or underlining) main ideas in paragraphs. Try to write something in the margins for EACH paragraph.</p>	<p>Jan 31</p> <p>In <i>Reason</i>, read Ch. 3 “The Deep Structure of Reasoning.”</p> <p>Discussion topic: What are “dialectical oppositions” and how are they important to argumentation?</p> <p>Read & annotate Judi Bari’s “The Feminization of Earth First” (located on Canvas).</p>
<p>Week 3 Feb 05</p> <p>Read & annotate Parts 1 & 2 of Judi Bari’s “The Secret History of Tree Spiking” (located on Canvas).</p> <p>Read “Purdue OWL on Paragraphs” handout (located on Canvas).</p>	<p>Feb 07</p> <p>In <i>Reason</i>, read Ch. 4 “Ethical Argument,” & in <i>Pocket</i>, read section 29a-29d on Supporting a Thesis.</p> <p>MLK revisited: Bring your annotated MLK “Letter” & both of Judi Bari’s essays to today’s class.</p>
<p>Week 4 Feb 12</p> <p>Read & annotate Rebecca Solnit’s “The Orbits of Earthly Bodies” and Leslie Marmon Silko’s “Landscape, History, and the Pueblo Imagination” (both located on Canvas).</p> <p>RR #1 (at least 2 pgs.) due</p>	<p>Feb 14</p> <p>Read & annotate Aldo Leopold’s “The Land Ethic” (located on Canvas).</p> <p>In <i>Reason</i>, read Ch. 5 “Asking Questions, Generating Ideas” (pp 56-74).</p>
<p>Week 5 Feb 19</p> <p>RR #2 on Silko or Solnit readings (at least 2 pgs.) due</p> <p>Read & annotate Aldo Leopold’s “Thinking Like a Mountain” & Michael Pollan’s “Why Mow?; The Case Against Lawns” (both located on Canvas).</p>	<p>Feb 21</p> <p>In-Class Write #1: Michael Pollan’s “Why Mow?; The Case Against Lawns”</p>

Tuesday	Thursday
<p>Week 6 Feb 26</p> <p>Peer Review: Bring a copy of current draft Essay #1 (at least 2 full pages)</p>	<p>Feb 28</p> <p>Read & annotate Rachel Carson's "The Human Price" and Jeffrey Kaplan's "The Gospel of Consumption" (located on Canvas).</p>
<p>Week 7 Mar 05</p> <p>Read & annotate Richard Paul's "Philosophical and Unphilosophical Minds: Philosophy as a Mode of Thinking and a Framework for Thinking" (located on Canvas).</p> <p>Final Draft of Essay #1 (in working portfolio) due.</p>	<p>Mar 07</p> <p>Read & annotate Richard Nelson's "Oil & Ethics: Adrift on Troubled Waters" and Terry Tempest Williams' "The Clan of One Breasted Women" (located on Canvas).</p> <p>In <i>Pocket</i>, read sections 25 (Posing a research question), 26 (Finding appropriate sources), 27 (Evaluating sources), and 28 (Managing information; avoiding plagiarism).</p>
<p>Week 8 Mar 12</p> <p>Research Presentation and Workshop! Terri Bonow will present on the research process and recommended sources for college level research papers. Bring electronic copy of DD materials to work on after the presentation.</p> <p>Spring Break: March 18th-22nd</p>	<p>Mar 14</p> <p>Bring one of our readings from Canvas to class today.</p> <p>In <i>Reason</i>, read Ch. 6 "Giving Reasons" (79-98) & Ch. 7 "Developing Structures" (101-115).</p> <p>Discovery Draft for Essay #2 due.</p> <p>Spring Break: March 18th-22nd</p>
<p>Week 9 Mar 26</p> <p>Read & annotate Michael Pollan's "Behind the Organic-Industrial Complex" (located on Canvas).</p>	<p>Mar 28</p> <p>Read & annotate Michael Pollan's "An Animal's Place" (located on Canvas).</p>
<p>Week 10 Apr 02</p> <p>Bring current draft of Essay #2 (1 copy) to class.</p> <p>Bring a copy of one source to class</p> <p>In <i>Pocket</i>, peruse section 31 (on integrating sources) and become familiar with section 33 (on MLA in-text citations and works cited).</p>	<p>Apr 04</p> <p>Peer Review: Bring a copy of current draft Essay #2 (3 pages). Be sure draft includes works cited page!</p> <p>Read & annotate Wendell Berry's "The Pleasures of Eating" (located on Canvas).</p>

Tuesday	Thursday
<p>Week 11 Apr 09</p> <p>Final Draft of Essay #2 (in working portfolio) due.</p>	<p>Apr 11</p> <p>Read & annotate Quammen’s “The White Tigers of Cincinnati: A Strabismic View of Zookeeping” (located on Canvas).</p>
<p>Week 12 Apr 16</p> <p>Read & annotate “No Rms. Jungle Vu” by Melissa Greene (located on Canvas). Note: There is a page missing from the above article (pg. 71) that you’ll also find on Canvas.</p> <p>In addition, please bring your copy of “The White Tigers of Cincinnati” to today’s class as well.</p>	<p>Apr 18</p> <p>In-Class Write #2: Quammen’s “The White Tigers of Cincinnati”</p>
<p>Week 13 Apr 23</p> <p>Inquiry & Research Day: No Class</p>	<p>Apr 25</p> <p>Read & annotate Quammen’s “The Face of a Spider” (located on Canvas). Be sure to bring an electronic copy of your essay materials too!</p> <p>Discovery Draft for Essay #3 due.</p>
<p>Week 14 Apr 30</p> <p>Peer Review: Bring a draft of Essay #3 (at least 3 pages).</p>	<p>May 02</p> <p>Read & annotate Peter Kahn’s “The Human Relation with Nature & Technological Nature” and Edward O. Wilson’s “The Environmental Ethic” (both located on Canvas).</p>
<p>Week 15 May 07</p> <p>In-Class Write #3: Kahn’s “The Human Relation with Nature & Technological Nature”</p>	<p>May 09</p> <p>Final Peer Review: Bring complete draft of Essay #3 (1 copy).</p> <p>Essay #2 Revisions due today</p>

Finals Week Class:

Final Draft of Essay #3 (6-10 pgs.) in working portfolio due today!