



Syllabus for English 1A—College Composition

Course Information

Semester & Year: Spring 2021
Course ID & Section #: ENGL-1A, V0570
Instructor's name: Ken Letko
Course units: 4.0

Instructor Contact Information

Email address: ken-letko@redwoods.edu
Canvas message tool

Most of our communication will be through Canvas: my announcements, your posted responses and discussions, as well as your direct messages through the Canvas message tool. Although I welcome email, you should know my CR Outlook in-box is where I receive many messages from varied sources. The likelihood of a quick response is much better if you use the Canvas Message Tool because it sorts messages by class and helps me stay organized. I prioritize messages from students!

I will respond to both Canvas messages and emails in the order I receive them, within about 48 hours, Monday through Friday. Be sure to put an appropriate label in the subject line of each correspondence, for example: **Research idea question!** When you ask a question, I will respond.

Submitting Work

Canvas will be the conduit to submit your work. Word docs and Portable Document Format (PDF) files are acceptable. Google docs are not. All files must be appropriately named. Make the sequence last name, first name, assignment name, distinctive detail, for example: **Anderson, Lana, Synthesis 1, final draft.**

Required Textbooks

Textbook title: *Writing and Reading across the Curriculum*
Edition: 14th, Print
Authors: Laurence Behrens and Leonard J. Rosen
ISBN: 9780134668512

Textbook title: *St. Martin's Handbook*
Edition: 9th, Print
Author: Andrea A. Lunsford
ISBN: 978-1-319-10753-6

Special Note: I will accommodate student use of the 8th print edition.

Other Materials

Space is an important resource. I strongly urge you to make arrangements so that you have a dedicated, distraction-free space, with an Internet connection, either a laptop or desktop computer with appropriate software, and general school supplies: a thumb drive, pens, pencils, note paper, folders, and a high quality dictionary. I recommend the *American Heritage Dictionary*, fifth edition. I do not recommend taking this class on a cell phone.

Time is also an important resource; you should set aside about ten hours per week of exclusive study time for the full semester, sixteen weeks.

Catalog Description

This is an introductory course that offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation. Here's a link to the current catalog:

<https://redwoods.elumenapp.com/catalog/2020-2021/home>.

Course Student Learning Outcomes

1. Demonstrate the capacity to read, analyze and evaluate non-fiction texts in support of academic inquiry and argumentation.
2. Utilize flexible strategies for writing expository and argumentative college-level essays.
3. Incorporate primary and secondary sources into essays using appropriate documentation format.

Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor. College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

Eureka: 707-476-4280, student services building, 1st floor

Del Norte: 707-465-2324, main building near library

Klamath-Trinity: 530-625-4821 Ext 103

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

Prerequisites/co-requisites/ recommended preparation

none

Student Engagement

In a face-to-face course, students are expected to come to each class during the semester, essentially one hour for one unit. Likewise, you are expected to *come to class* online by logging into Canvas to engage with the material and classmates through discussion. You are expected to engage four hours a week in addition to the six or more hours of self-study time for reading and writing, cumulatively about ten hours each week for sixteen weeks. Each week on Canvas there will be new announcements, new assignments, and new discussions. To be engaged, students must take the initiative to log in and participate.

The Canvas message tool is the way to stay in contact with me. Send me engaging comments and questions about the reading and writing projects. Make specific comments and send detailed questions. This is a writing class, and I hope you will discover a process of writing that works well for you. Writing questions is one way to practice writing. When you send me detailed questions, I can generate focused explanations.

Evaluation & Grading Policy

Grades

Reading	15%
Discussion.....	15%
Summaries / Exercises...mostly from <i>WRAC</i> articles / <i>Handbook</i> exercises.....	20%
Synthesis One.....	10%
Synthesis Two.....	20%
Research essay.....	20%

Late Work

I strongly encourage meeting all deadlines, yet I know life can intervene, even in a well-planned schedule. As a result, I will accept late work without penalty for up to two weeks past the deadline. If you have missed an assignment, you will need to complete the work before the two-week window closes. If you are missing multiple assignments, you may want to discuss your best options with a counselor or advisor.

Graded Work

Reading: On a weekly basis, check **Home** and **Announcements** on Canvas. Then post your written answers. Use the format shown in the “Active Reading” document located under **Files** on the menu at the left to present your written comments. These required, frequent postings will be evaluated for copiousness, relevance, accuracy, clarity, sentences, and editing.

Discussion: Participate in all discussions on Canvas during the semester. Beyond your own posted comments and questions, you must also respond to your classmates’ postings. Your frequent and thoughtful comments will be evaluated for copiousness, relevance, accuracy, clarity, sentences, and editing.

Summaries / Exercises: Summaries will be either complete article summaries or partial summaries that focus on particular parts of articles in the *WRAC* text. The **exercises** drawn from the *Handbook* will provide practice with sentence structure and editing activities. The “Career Idea” **exercise** will concentrate on ideas regarding your future career, using manuscript format, uploading to turnitin.com, sentences, and editing.

Synthesis One: On a topic related to Obedience to Authority, you will generate a 1,000-1,250 word essay that incorporates borrowed information from a minimum of two sources in the *WRAC* text. Appropriate in-text citations and works cited bibliographic entries in MLA format are required. A detailed writing assignment will direct you to “Explanatory Synthesis” and “Argument Synthesis” on pages 263-266 in the *WRAC* text. The assignment will also contain required word count, deadline, and other specific details.

Synthesis Two: On a topic related to Artificial Intelligence, you will generate a 1,100-1,350 word essay that incorporates borrowed information from a minimum of two sources in the *WRAC* text. Appropriate in-text citations and works cited bibliographic entries in MLA format are required. A detailed writing assignment will direct you to “Synthesis Activities” on pages 430-431 in the *WRAC* text. The assignment will also contain required word count, deadline, and other specific details.

Research Essay: This 1,800-2000 word essay will be the final project for the class. You will be required to show preliminary work before submitting a final draft. A detailed writing assignment will identify appropriate topics, deadline, and other specific requirements.

Course Overview

The persuasive, documented essay is the focus of this course. Students will read critically, annotate texts, and learn to write and document quotations, paraphrases, and summaries. Throughout the term, students will read passages in *Writing and Reading across the Curriculum* and study academic conventions in the *St. Martin’s Handbook*, becoming familiar with Modern Language Association (MLA) parenthetical documentation and works cited formats.

The weekly structure described below is for general planning purposes and will be adjusted as needed. Readings, responses, and discussions will be announced on a week-by-week basis.

Checking Canvas frequently for Announcements is vital for regular updates.

Weeks one through three students will focus on understanding summary and synthesis writing as elements of academic discourse. Reading will mostly be in the *Writing and Reading across the Curriculum* text (*WRAC*), pages 23-27 and 243-265, the chapter titled, “Obedience to Authority.” Students will establish turnitin.com accounts, and begin studying MLA format in the *St. Martin’s Handbook*. Other supplemental readings in the *WRAC*, the *Handbook*, and on-line may also be required.

Weeks four through six students will complete a documented synthesis, “Synthesis One,” building a text from planning and drafting through revision and editing. See “Explanatory

Synthesis” and “Argument Synthesis” on pages 263-266 in the *WRAC* text to consider a writing task.

Week seven students will launch a research essay assignment.

Weeks eight through twelve students will read the “Artificial Intelligence” chapter in the *WRAC* text, pages 369-431, and complete a second, full-length synthesis. In addition, students will make incremental progress on developing a research essay, including formal bibliography. Additional readings and subsequent study in the *WRAC* and *Handbook* texts will be required.

Weeks thirteen through sixteen students will refine and complete a research essay.

Manuscript Format

Use Times New Roman font, size 12, double-spaced, .5 inch indentation for paragraphs (no extra spacing between paragraphs), 1 inch margins all around, with page numbers preceded by your last name at top right. Your name, instructor’s name, class and section number, assignment label, date, and word count should be double-spaced and aligned left at top of first page; title is centered. This corresponds to MLA format with the addition of section number, assignment label, and word count. See pages 244 and 279 in *The St. Martin’s Handbook*, 9th edition or pages 405 and 442 in *The St. Martin’s Handbook*, 8th edition.

Here’s what the top of page one would look like:

Anderson 1
Lana Anderson
Instructor: Ken Letko
English 1A, Section _____
Career Idea
January X_, 2021
Word Count: _____
Title

Turnitin.com

Summaries, synthesis essays, and the research essay will all be submitted to turnitin.com. If you already have an account, you can simply join our class; otherwise, you will need to create a new account. Here’s the information:

Class Name: English 1A, Spring 2021, V0570

Class ID: 27781492

Enrollment Key: college (This is case sensitive. Use the word college, all lower case.)

Canvas Information

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

NOTE: This syllabus may be revised should circumstance warrant revision.