

Syllabus for English 1A

Course Information

Semester & Year: Fall 2022
Course ID & Section #: ENGL-1A-E3451
Instructor's name: Mary Sue Prangley
Day/Time: MW 5:00-7:05 pm
Location: HU 106
Number of units: 4

Instructor Contact Information

Office location & hours: TBA
Phone number: N/A Please contact me using the email address below.
Email address: marysue-prangley@redwoods.edu

Catalog Description

This is an introductory course that offers instruction in expository and argumentative writing, close reading, cogent thinking, research strategies, information literacy, appropriate and effective use of language, and documentation.

Course Student Learning Outcomes *(from course outline of record)*

- 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

College of the Redwoods complies with the Americans with Disabilities Act in 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 see me or contact [Disability Services and Programs for Students](#). 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

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Fall 2022

College of the Redwoods

**English 1A: College Composition
Humans & the Environment Theme****Classroom: HU 106
M-W 5:00-7:05 pm****Instructor: Mary Sue Prangley**
E-Mail: marysue-prangley@redwoods.edu**Office Hours: TBA**
Office: TBA**Required Texts & Materials:**

- John T. Gage, *The Shape of Reason*, 4th Edition, Pearson Education, Inc., 2006.
- Diana Hacker *A Pocket Style Manual*, 9th Edition, 2021
- 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, cloud storage, or some other means of backing-up your work

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.

The theme for this English 1A class is Humans and the Environment. Over the course of the semester, we will analyze a variety of texts, focusing primarily (though not exclusively) on environmental essays, articles, and excerpts from larger works. We will then consider how these important and often foundational texts apply to current environmental and social issues.

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. 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. Essays are to be submitted electronically to Canvas.

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*. Note: on the day an essay is due, you will need to electronically submit it to Canvas *and* bring the working portfolio (containing all the required documents) to class to give to me in order to receive full credit for the essay. **Additional note: I do not accept essays without a working portfolio.**

- **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 the 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), Metacognitive Reading Logs (MRLs), 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.
- **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.

Grading Policy:

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).

3 Major Essays Submitted with Prewriting and Earlier Drafts on Required Due Date (100 pts each = 300 points possible) 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) Attendance & Participation (30 points possible)

Your final course grade includes all the required reading and writing assignments as well as your preparedness, engagement, in-class work, contributions to discussion, and collaboration. Details about expectations and evaluation are provided later in the syllabus, on Canvas, and in specific assignment directions.

- **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.
- **3 Major Essays Submitted with Prewriting and Earlier Drafts on Required Due Date (100 pts each = 300 points possible):** All drafts (other than the final draft) are to be included in the working portfolio. 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.

Admissions deadlines & enrollment policies

Fall 2022 Dates

- *Classes begin: 8/20/22*
- *Last day to add a class: 8/26/22*
- *Last day to drop without a W and receive a refund: 9/02/22*
- *Labor Day Holiday (all campuses closed): 09/05/22*
- *Census date: 9/06/22 or 20% into class duration*
- *Last day to petition to file P/NP option: 09/16/22*
- *Last day to petition to graduate or apply for certificate: 10/27/22*
- *Last day for student-initiated W (no refund): 10/28/22*
- *Last day for faculty-initiated W (no refund): 10/28/22*
- *Veteran's Day (all campuses closed): 11/11/22*
- *Fall Break (no classes): 11/21/22 – 11/25/22*
- *Thanksgiving Holiday (all campuses closed): 11/23/22 – 11/25/22*
- *Final examinations: 12/10/22 – 12/16/22*
- *Semester ends: 12/16/22*
- *Grades available for transcript release: approximately 01/06/23*

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 may also affect 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 above being stated, I recognize that we are in the midst of a pandemic and, therefore, absences are going to happen. If you are experiencing symptoms, it's important that you stay home and take a COVID test and follow the official COVID protocol I've posted on our Canvas. Don't worry, you'll be able to make up the class work you miss. Be sure to stay in contact with me so we can work together to keep you caught up with the rest of the class.

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.

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. 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 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, the student 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. 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](#).

Note on disruptive behavior: It is important to 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.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- 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 campus authorities.

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [CR Police Department-Public Safety](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

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 Fall 2022
Humans & the Environment Theme

Monday	Wednesday
<p>Week 1 Aug 22</p> <p>Introduction to the course & in-class writing & activities.</p>	<p>Aug 24</p> <p>In <i>Reason</i>, read Ch. 1 “Writing & the College Community” & Ch. 2 “Critical Reading.”</p> <p>Reread the syllabus and jot down any questions you may have.</p> <p>If you haven’t yet done so, be sure to purchase the textbooks!</p>
<p>Week 2 Aug 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>Aug 31</p> <p>In <i>Reason</i>, read Ch. 3 “The Deep Structure of Reasoning.”</p> <p>Discussion topic: What are “dialectical oppositions” (DOs) and how are they important to argumentation?</p>
<p>Week 3 Sep 05</p> <p>Labor Day: no class</p>	<p>Sep 07</p> <p>In <i>Reason</i>, read Ch. 4 “Ethical Argument,” & in <i>Pocket</i>, read section 29 on Supporting a Thesis.</p> <p>MLK revisited: Bring your annotated MLK “Letter” & Bari’s essay to today’s class.</p>
<p>Week 4 Sep 12</p> <p>Read Leslie Marmon Silko’s “Landscape, History, and the Pueblo Imagination” (located on Canvas).</p> <p>RR #1 (at least 2 pgs.) due</p>	<p>Sep 14</p> <p>Read Aldo Leopold’s “The Land Ethic” (located on Canvas).</p> <p>In <i>Reason</i>, read Ch. 5 “Asking Questions, Generating Ideas.”</p> <p>Note: you just need to read pages 56-64, 70-74, & 76-77. In other words, read everything EXCEPT the sections on “Visual Argument” (pgs. 64-69) and “Generating Questions About Fiction” (pgs. 74-76)</p>

Monday	Wednesday
<p>Week 5 Sep 19</p> <p>RR #2 on Silko or Solnit readings (at least 2 pgs.) due</p> <p>Read Aldo Leopold's "Thinking Like a Mountain" & Michael Pollan's "Why Mow?; The Case Against Lawns" (both located on Canvas).</p>	<p>Sep 21</p> <p>In-Class Write #1: Michael Pollan's "Why Mow?; The Case Against Lawns"</p>
<p>Week 6 Sep 26</p> <p>Peer Review: Bring a current draft of Essay #1 (at least 2 full pages)</p>	<p>Sep 28</p> <p>Read Jeffrey Kaplan's "The Gospel of Consumption" (located on Canvas).</p> <p>Additionally, groups will be assigned (prior to today) to read and present on one section of Rachel Carson's "The Human Price."</p>
<p>Week 7 Oct 03</p> <p>Final Draft of Essay #1 (including working portfolio) due.</p>	<p>Oct 05</p> <p>Read 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 (Managing information; avoiding plagiarism), and 28 (Evaluating sources)</p>
<p>Week 8 Oct 10</p> <p>Research Presentation and Workshop! A CR Librarian will come to our classroom and 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>Oct 12</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>

Monday	Wednesday
<p>Week 9 Oct 17</p> <p>Read the excerpt from Vandana Shiva's "Terra Viva: My Life in a Biodiversity of Movements" (located on Canvas).</p> <p>Discovery Draft for Essay #2 due.</p>	<p>Oct 19</p> <p>Read Michael Pollan's "An Animal's Place" (located on Canvas).</p>
<p>Week 10 Oct 24</p> <p>Bring a 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>Oct 26</p> <p>Peer Review: Bring a current draft of Essay #2 (3 pages). Be sure the draft includes a works cited page!</p> <p>Read Wendell Berry's "The Pleasures of Eating" (located on Canvas).</p>
<p>Week 11 Oct 31</p> <p>Final Draft of Essay #2 (including working portfolio) due.</p>	<p>Nov 02</p> <p>Read & annotate Quammen's "The White Tigers of Cincinnati: A Strabismic View of Zookeeping" (located on Canvas).</p>
<p>Week 12 Nov 07</p> <p>Read "No Rms. Jungle Vu" by Melissa Greene (located on Canvas). Note: You will not need to read the entire "No Rms. Jungle Vu" article for Tuesday. Just read the following: pages 62-68 (to the end of the story about Kiki, the gorilla).</p> <p>And finally, please bring your copy of "The White Tigers of Cincinnati" back to Tuesday's class as well.</p>	<p>Nov 09</p> <p>In-Class Write #2: Quammen's "The White Tigers of Cincinnati"</p>
<p>Week 13 Nov 14</p> <p>Inquiry & Research Day: No Class</p>	<p>Nov 16</p> <p>Read Quammen's "The Face of a Spider" (located on Canvas).</p> <p>We will be working on essays & discovery drafts in class too, so bring an electronic copy of your essay materials. Discovery Draft for Essay #3 due at the end of class.</p>

Monday	Wednesday
<p data-bbox="186 310 797 409">Thanksgiving Break: Nov 21st-25th</p> <p data-bbox="186 510 412 541">Week 14 Nov 28</p> <p data-bbox="186 579 787 646">Peer Review: Bring a draft of Essay #3 (at least 3 pages).</p>	<p data-bbox="826 310 1437 409">Thanksgiving Break: Nov 21st-25th</p> <p data-bbox="826 510 922 541">Nov 30</p> <p data-bbox="826 579 1398 646">Read Edward O. Wilson's "The Environmental Ethic" (located on Canvas).</p>
<p data-bbox="186 716 412 747">Week 15 Dec 05</p> <p data-bbox="186 785 586 884">In-Class Write #3: Kahn's "The Human Relation with Nature & Technological Nature"</p>	<p data-bbox="826 716 922 747">Dec 07</p> <p data-bbox="826 785 1398 852">Final Peer Review: Bring a complete draft of Essay #3 (1 copy).</p> <p data-bbox="826 890 1195 921">Essay #2 Revisions due today</p>

Finals Week Class:

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