**COURSE DESCRIPTION**
This class emphasizes and develops skills in critical reading and academic writing. Reading and writing assignments include exposition, argumentation, and academic research. Students will write a minimum of 10,000 words. Classroom instruction integrates Writing and Reading Center activities. Students may not receive credit for both ENG-1A and ENG-1AH. 72 hours lecture and 18 hours laboratory.

**REQUIRED TEXTS**
- “They Say / I Say” with Readings: The Moves that Matter in Academic Writing (3rd edition) by Gerald Graff, Cathy Birkenstein, and Russel Durst
- The Little Seagull Handbook (2nd edition) by Richard Bullock, Michal Brody, and Francine Weinberg
- There will also be some readings made available to you either online through the course website or in the WRC. It is your responsibility to have printed copies of these readings in class when we discuss them.

**OTHER REQUIRED MATERIALS**
Loose-leaf, 8.5x11” notebook paper; regular access to a computer for word processing, printing, research, and viewing materials on the course website; a binder to keep your course materials and all returned and graded work; your RCC email account and your word that you will check it every day

**STUDENT LEARNING OUTCOMES**
Upon successful completion of the course, students should be able to:

**CRITICAL READING**
- Analyze college-level expository and argumentative texts of intrinsic value and directed at advanced readers;

**WRITING ACADEMIC PROSE**
- Write essays of 1500-3000 words, synthesizing multiple patterns of development, that pursue answers to challenging questions or advance substantial arguments;
- Illustrate and support claims effectively, with relevant, thoughtful, and sufficient evidence drawn (as appropriate) from written texts and the writer’s own experience and knowledge;
- Employ the conventions of academic English to produce intelligible and stylistically mature essays almost entirely free from errors in syntax, grammar, punctuation, diction, and spelling;

**RESEARCH METHODS AND CONVENTIONS**
- Write a competent college-level research paper, gathering sources effectively, evaluating them for relevance and reliability, using a system to manage the research process so it leads to a thoughtful and intelligible paper, and employing MLA conventions at an advanced level to cite and incorporate sources effectively in the finished paper;

**RHETORICAL KNOWLEDGE**
- Write essays in several different genres (e.g., expository, argumentative, exploratory, personal, etc.), demonstrating awareness of audience and appropriate use of voice, tone, and level of formality;
- Write essays that employ, at an advanced level, the standard methods of academic discourse (including effective thesis statements, introductions, conclusions, transitions, topic sentences, and summative sentences) for guiding readers through an analysis or argument;

**AWARENESS OF WRITING PROCESS**
- Demonstrate awareness of all stages of the writing process, and critique, at an advanced level, their own work and the work of others.
Your final grade breaks down as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>In-class essay</td>
<td>10%</td>
</tr>
<tr>
<td>Essay 1*</td>
<td>10%</td>
</tr>
<tr>
<td>Essay 2*</td>
<td>12%</td>
</tr>
<tr>
<td>Essay 3*</td>
<td>14%</td>
</tr>
<tr>
<td>Essay 4*</td>
<td>16%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>WRC</td>
<td>8%</td>
</tr>
<tr>
<td>Midterm exam*</td>
<td>8%</td>
</tr>
<tr>
<td>Final exam*</td>
<td>12%</td>
</tr>
</tbody>
</table>

I assign final grades on the traditional scale:

- **A**: 90-100% of points possible
- **B**: 80-89%
- **C**: 70-79%
- **D**: 60-69%
- **F**: 0-59%

* You must submit all of these major assignments on time in order to pass this course.

This class is meant to be a space where we write, read each other’s writing, and talk about writing. Rather than devote much of our class time to lecturing, I will facilitate activities that require your full participation to help us explore our readings and practice important critical thinking, reading, and writing skills.

Most of the semester’s work will take the form of essays, out-of-class and impromptu, class discussion, group work, peer writing workshops, and free writing. Essays are spaced evenly throughout the course. The skills you develop for one essay will be used and augmented in later papers. By the end of the course, you should have developed a way to independently and successfully approach writing assignments in other English courses and other contexts. Interspersed throughout the course are various activities that will help you write more fluently and correctly. Regular course activities will also improve your ability to read analytically, a necessary skill for success in college and in life.

In this class, each student will write four out-of-class essays and one in-class essay (in addition to essays written in class during the midterm and final exams). For each essay, you will need to incorporate information from sources, which means that every essay will require MLA-style citations and a works cited page. All out-of-class essays, including the first drafts, must be typed and formatted according to MLA style and will be graded according to the attached rubric. You will submit two copies of your papers: a paper copy that I will grade and an electronic copy to turnitin.com to prevent plagiarism. On all of these assignments you should visit me or an instructor or tutor in the WRC for drafting, writing, and/or revision assistance.

Essays must be submitted by the beginning of the class period on the day on which they are due. If you arrive after essays have already been collected, you will lose 5% on your final essay grade.

1. You may revise ONE essay (excluding any in-class essays or Essay 4) for a better grade.
2. You may turn in ONE essay late (excluding any in-class essays or Essay 4), up to two days only, without penalty, provided you contact me on or before the day the established essay due date.

**I want to revise my essay. Now what?**

You will receive a helpful and detailed checklist for revisions, but here are the highlights -- you may not revise an essay that you did not turn in originally, so it is much better to turn in an essay that you know still needs some work rather than to not turn one in at all. Revisions must be completed within ONE WEEK of the day the essay is returned to you in class. **You are required to meet with me in person to discuss your plan for revision.** Come and talk to me before or after class, during office hours, or during my lab hours. You may also schedule an appointment with me outside of office hours if none of the times are convenient.

To receive a grade on your revision, make sure you turn in your new final draft along with your original graded draft. I’ll give the revised essay a new grade based on both how good your work is and how much work you seem to have put into improving it. I cannot promise that it will get a higher grade than the original essay, but in either case, I’ll only record the higher of the two grades.
PARTICIPATION // Participation includes in-class writing assignments and journals, impromptu or announced quizzes, group work, presentations, writing process activities, and homework. It also includes preparation for class, active involvement in class activities and discussion, attentiveness, asking questions, courtesy, and helping the class to succeed in its goals.

# Group work will require you to cooperate and share with others while staying on task to complete an assignment during the allotted time.
# Homework is an important component of your participation grade. Much of the work that we do in class will be centered on the work you do out of class, which will include reading, annotating, and parts of the writing process such as brainstorming, drafting, peer reviews, and revisions. Peer review workshops and group activities will be held regularly, and these activities will require your active participation.

WRC // The Writing and Reading Center (WRC) is a valuable tool and resource for your writing development. You are required to attend 50 minutes every week for a total of 12.5 hours. You need to attend at your scheduled day/time except for school-related holidays. Each week, you will complete a variety of activities, which may include Directed Learning Activities (DLAs), grammar tutorials and worksheets, and/or instructor conferences. At regular intervals throughout the course, you will receive a WRC Schedule that details the assignments you will need to complete during your WRC lab hour.

MIDTERM & FINAL EXAMS // These exams are designed to measure your comprehension and retention of the course content, and each will include a timed, in-class essay. Though we will devote some class time to reviewing for these exams, to be most successful, you will want to make sure to keep up with the schedule and assignments. You will need a large blue book for each of these exams.

CLASS POLICIES

ATTENDANCE // The English Department policy on attendance states: “Attendance in classes and labs is mandatory. English and Media Studies Department policy establishes the equivalent of one week of absence in a full-term semester (lecture and lab), absence on the first day, and/or irregular attendance as sufficient cause for dropping a student from a class, unless prior arrangements have been made with the instructor for valid absence. Students who are absent from class after the final drop date will miss necessary instruction and assignments, which may affect their final course grade. Students who arrive at a class session after the official starting time may be considered absent that particular day.”

In this course, you are allowed to miss three class meetings without any penalty to your grade other than the work that you miss as a consequence. Once your absence count rises to four, I will question your commitment to the course, and I expect that you will come and talk to me. If you miss more than five classes before the drop deadline, I reserve the right to drop you, without discussion. Missing one WRC lab session counts as ½ an absence. There are no exceptions for emergency situations – these four allowed absences are to be used in case of emergency.

You will be held accountable for all class material – assignments, announcements, and lecture – whether or not you are present. If you are absent, it is your responsibility to find out what you missed. I suggest that you exchange contact information with a classmate that you trust so that you can get any information you might have missed. I would also be happy to discuss it with you, as long as you come and talk to me in person.

TARDINESS // Don’t be late. If you arrive after I take attendance, you will be marked absent for the day. If you have to leave early, no matter what the excuse, you will be marked absent for the day.

LATE WORK // All assignments are due at the start of class on the scheduled date even if you do not come to class. Late assignments will not be accepted. If you know in advance that you are going to miss a class, you can avoid penalty on an assignment by making sure that I have it in my hands or in my email by the start of the class period. Any in-class exams, quizzes, or activities cannot be made up.

If you have a serious or unforeseen situation, you may be able to turn in late work as long as you can provide official documentation (doctor’s note, dated car repair receipt, funeral program, etc.).
ACADEMIC DISHONESTY // According to RCC’s 2014-2015 Catalog, cheating and plagiarism are forms of academic dishonesty that “constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student” (23). Cheating is defined as the intentional use of or attempted use of unauthorized material, information, or study aids on any academic exercise” (12). Plagiarism, a form of cheating, is defined as: “using another’s words, ideas, data, or product without appropriate acknowledgment” (12). Each student is expected to do his or her own writing and to document another’s ideas or words accurately, and each assignment should be new, original work completed exclusively for this course.

Plagiarism is easily detected, and I take it very seriously. Keep in mind:

# Since you will produce a lot of in-class writing, I will have a sense of what you “sound” like on paper. Even when you clean that writing up for a formal essay, you have a distinctive voice when you write, and I want to hear your voice, not someone else’s.
# If you can find it on the internet, I can too.
# You will be required to submit each formal essay to Turnitin.com, which helps detect plagiarism.

Every instance of plagiarism, including inadvertent plagiarism, will be dealt with according to the severity of the offense. If I suspect that a piece of writing contains plagiarized material, I will return it with a grade of “0.” You will retain that grade until the problem has been corrected. After that, any instance of plagiarism will earn a “0,” with no opportunity to correct or revise. This means that I give you the benefit of the doubt once – after that, it is your responsibility to triple check that you are not plagiarizing. The University of Wisconsin has some good advice on how to avoid plagiarism:

# If you use an author’s specific word or words, you must place those words within quotation marks and you must credit the source.
# Even if you use your own words, if you obtained the information or ideas you are presenting from a source, you must document the source.
  o Information: If a piece of information isn’t common knowledge, you need to provide a source.
  o Ideas: An author’s ideas may include not only points made and conclusions drawn, but, for instance, a specific method or theory, the arrangement of material, or a list of steps in a process or characteristics of a medical condition. If a source provided any of these, you need to acknowledge the source.
# If in doubt, be cautious and cite the source.

Students who willfully plagiarize may receive an F in the course, and I will take the appropriate disciplinary steps. For further information, refer to the Standards of Student Conduct in the current college Catalog.

OUR CLASS // One of the basic rules of this class is respect. As a student who has elected to join this class, it is part of your responsibility to respect our learning environment. This is college and much of this goes without saying, but I expect you to listen respectfully when others are speaking, even if you do not necessarily agree with them. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process. All class discussion needs to concern the contents of the course.

I also expect you to behave in a professional manner by being not only physically but mentally present, coming to class prepared and ready to learn.

Every student has a right to learn in a harmonious, safe, and productive learning environment. While discussion, inquiry, and expression are encouraged in this class, behavior that disrupts either my ability to conduct the class or the ability of students to benefit from the instruction is not acceptable. Repeated or extreme disruptive behaviors will result in proceedings to remove a student or group of students from this class, and belligerent or threatening conduct will result in the immediate removal of the person(s) in question. Please refer to the Standards of Student Conduct and Student Discipline Procedures in the current RCC catalog for more information.

No food or drink is permitted in the classroom. All phones, laptops, and tablets should be put away during the class session, unless an assignment specifically calls for it.

STUDENTS WITH DISABILITIES // If you have a physical, psychiatric/emotional, medical, or learning disability that may impact your ability to carry out assigned work, you are urged to contact the staff in Disability Resource Center, in
Administration, Room #121 on the Riverside Campus, phone 951-222-8060 (City Campus), or 951-222-8062 (TDD). The DRC will review your concerns and determine, with you, what accommodations are necessary and appropriate. All information and documentation is confidential.

MANAGEMENT OF STRESS AND MENTAL HEALTH // The pressures facing college students can be very strong and may involve academic commitments, relationships, outside jobs and family issues to name a few. If you feel you need assistance with any of these or other issues, RCC has services that are designed to help you succeed academically and help you maintain your emotional and physical health. You can learn more about the broad range of confidential student services, including counseling and mental health services available on campus by visiting the Student Health and Psychological services in the Bradshaw building or calling 951-222-8151. Additionally, Riverside County offers a 24-Hour Crisis and Referral Line simply by dialing 211. If needed, the National Suicide Prevention Hotline offers immediate assistance and can be reached at 800-273-TALK.

### Detailed Assignment Schedule for English 1A (TR)

To keep you accountable for the readings and to help you explore each topic, you should be prepared for a quiz, in-class writing assignment, or related learning activity during each class meeting. This schedule may change according to the needs of our class. Additional work may be assigned in class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Work due by start of class</th>
<th>In-Class Topics &amp; Activities</th>
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<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>T, 9/1</td>
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<tr>
<td>Week 2</td>
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<tr>
<td>T, 9/8</td>
<td>Read TSIS, Ch. 1 &amp; 2 (p. 19-41) &amp; “Blue Collar Brilliance” by Rose (p. 273-283) Do TSIS, p. 28 #1 d-f, &amp; p. 271 #3</td>
<td>Intro to In-Class Essay Thesis Machine Topic Sentence Outlines Unpacking “Blue Collar Brilliance”</td>
</tr>
<tr>
<td>R, 9/10</td>
<td>Read TSIS, Ch. 3 &amp; 12 (p. 42-50 &amp; p. 163-66) Write a summary of either Graff’s “Hidden Intellectualism” or Rose’s “Blue Collar Brilliance,” following guidelines from TSIS, Ch. 2</td>
<td>Intros &amp; hooks Summary &amp; Quotation Work</td>
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<tr>
<td>Su, 9/13</td>
<td>Last day to DROP WITHOUT A W</td>
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<tr>
<td>Week 3</td>
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<tr>
<td>T, 9/15</td>
<td>Read Seagull, “Integrating Sources, Avoiding Plagiarism” (p. 97-108) Use the thesis machine to prepare a thesis, a complete intro paragraph, and a topic sentence outline for Wednesday’s In-Class Essay. This needs to be typed and printed.</td>
<td>Thesis, intro, and outline workshop Paragraphs &amp; Evidence</td>
</tr>
<tr>
<td>R, 9/17</td>
<td>Bring a revised outline and TSIS for your in-class essay. Bring a blue book and don’t be late!</td>
<td>Intro to Essay 1: RHETORICAL ANALYSIS In-Class Essay</td>
</tr>
</tbody>
</table>
| Week 4 | Read “Setting Rhetorical Concepts Loose on the World” (Website)  
Read TSIS, “Are Too Many People Going to College?” by Murray (p. 234-53) and “Colleges Prepare People for Life” by Hrabowski (p. 259-62)  
Do TSIS, p. 262 #1 & 3 | Practicing and Applying Rhetorical Analysis  
Discussion of Higher Ed |
|---|---|
| R, 9/24 | Read TSIS, “The New Liberal Arts” by Ungar (p. 226-32), “Two Years Are Better than Four” by Addison (p. 255-58), and “Give Colleges More Credit” by Glassner and Shapiro (Website)  
Read Seagull, “Formatting a Paper” (p.146-57)  
Prepare a thesis for Essay 1. This needs to be typed and printed. | Thesis workshop  
MLA Format Review  
Writing Peeves |
| Week 5 | Bring two copies of your completed, typed draft of Essay 1 and be prepared for a peer review workshop. | Essay 1 Workshop |
| T, 9/29 | Make revisions to Essay 1 based on comments from the peer review workshop. Make sure that you have your first draft, peer review, and final draft ready to turn in at the start of class. The final component of your essay packet – an electronic copy – is due to turnitin.com by 11:59 pm. If you do not submit your online copy by this deadline, your essay will be considered late and it will not be graded until your essay is uploaded. | Intro to Essay 2:  
ROGERIAN ARGUMENT  
Reading and group work: “Bowie State University Commencement Speech” by Obama (p. 285-94)  
Sample Essay  
WRC Schedule #2 |
| T, 10/6 | WRC Assignments, Weeks 1-5 due in class.  
Read TSIS, “King’s Dream Remains an Elusive Goal” by Pew Research Team (p. 627-36) & Selections from “The Case for Reparations” by Coates (Website)  
Review Seagull, “Revision Symbols” (p. 401) | Unpacking Coates & context  
Finding & Evaluating Sources  
Guidelines for revisions |
| R, 10/8 | Read TSIS, Ch. 4: “Yes/No/Okay, But” (p. 55-67) & “The Case Against Reparations for Slavery” by Epstein (Website) | Unpacking Epstein  
Finding Common Ground  
MLA Auction |
| Week 7 | Read TSIS, Ch. 5: “And Yet” and Ch. 7: “So What? Who Cares?” (p. 68-75 & 92-100), “Lean In: What Would You Do If You Weren’t Afraid?” by Sandberg, & “Dig Deep: Beyond Lean In” by hooks (p. 642-74)  
Do TSIS, p. 675 #4  
Make sure at least one person in your team brings a laptop that can be used to create a PowerPoint presentation or Prezi. | Lightning Presentations: Rogerian Argument Groups |
| T, 10/13 | Study for the midterm. DO NOT MISS IT!  
Bring a large blue book and TSIS. | The entire class period will be dedicated to the midterm exam. |
<p>| Week 8 | Bring two copies of your completed, typed draft of Essay 2 and be prepared for a peer review workshop. | Peer Review Workshop |
| T, 10/20 | Make revisions to Essay 2 based on comments from the peer review workshop. Make sure that you have your first draft, peer review, and final draft ready to turn in at the start of class. The final component of your essay packet – | Intro to Essay 3: LENS &amp; Essay 4: ARGUMENTATIVE RESEARCH Engrade &amp; Troubleshooting Grade Reflection Assigned |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>R, 10/29</td>
<td>Read TSIS, Ch. 8: “As a Result” (p. 105-118), “Is Google Making Us Stupid” by Carr (p. 313-29), &amp; “Smarter than You Think” by Thompson (p. 340-59)</td>
<td>Unpacking “Are We In a Race Against the Machine?”</td>
</tr>
<tr>
<td>R, 11/5</td>
<td>NO CLASS. Use this time to get ahead and work on Essay 3 or Essay 4!</td>
<td>WRC Schedule #3</td>
</tr>
<tr>
<td>R, 11/12</td>
<td>Bring two copies of your completed, typed draft of Essay 3 and be prepared for a peer review workshop. Read Seagull, “Finding Appropriate Sources” (p. 82-91)</td>
<td>Peer Review Workshop</td>
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<td>F, 11/20</td>
<td>Last day to DROP WITH A W</td>
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<tr>
<td>Week 13</td>
<td>Week 13 T, 11/24 Complete introduction to Essay 4 &amp; topic sentence</td>
<td>Intro &amp; Outline Workshop</td>
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<td>Date</td>
<td>Assignment</td>
<td>Grade Range</td>
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<tr>
<td>R, 11/26</td>
<td>Thankgiving Holiday – No Class</td>
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<tr>
<td>Week 14</td>
<td>Prepare a ~3-minute presentation on your topic for Essay 4.</td>
<td>Essay 4 Presentations</td>
</tr>
<tr>
<td>R, 12/3</td>
<td>Prepare a ~3-minute presentation on your topic for Essay 4.</td>
<td>Essay 4 Presentations</td>
</tr>
<tr>
<td>Week 15</td>
<td>Bring two copies of your completed, typed draft of Essay 4 and be prepared for a peer review workshop.</td>
<td>Peer Review Workshop</td>
</tr>
<tr>
<td>R, 12/10</td>
<td>Make revisions to Essay 4 based on comments from the peer review workshop. Make sure that you have your first draft, peer review, and final draft ready to turn in at the start of class. The final component of your essay packet – an electronic copy – is due to turnitin.com by 11:59 pm. If you do not submit your online copy by this deadline, your essay will be considered late and it will not be graded until your essay is uploaded.</td>
<td>Final Exam Preparation</td>
</tr>
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</table>

**Grading Rubric for All Out-of-Class Essays**

**A (90-100%)** - An essay of this grade reflects an exceptional treatment of the topic chosen and shows originality in thought and method of expression. The writer demonstrates superior control of grammar, sentence variety, word choice, and conventions of standard written English.

**B (80-89%)** - An essay of this grade will receive a grade of B if it somehow moves beyond the basic expectations of the assignment, offering some thoughtful insights and observations that draw from but do not merely parrot our class discussions. An essay in this category: addresses the assignment clearly and analytically, setting a meaningful task; has a thesis that is clearly focused; demonstrates a clear and coherent organization and makes connections between ideas; cites and analyzes relevant sources, effectively integrating them into text when appropriate; provides effective supporting detail and reasoning; displays consistent control of grammar, sentence variety, word choice, and conventions of standard written English.

**C (70-79%)** - An essay of this grade will receive a grade of C if it meets but does not exceed the minimum requirements of the assignment - it will address the prompt; it will be complete, with an introduction, body, and conclusion, organized well enough that the essay is always speaking to the main argument. An essay in this category: addresses the assignment in an adequate and satisfactory manner; has a thesis that governs the essay, but it may be vaguely stated and merely implied throughout the essay; demonstrates adequate organization, though connections between ideas may not be consistent; cites sources, adequately integrating them into text; provides support and examples that may not show a clear connection to the thesis; demonstrates adequate control of grammar, sentence variety, word choice, and conventions of standard written English (there may be errors, but not enough to continually distract the reader from the argument of the essay).

**D (60-69%)** - An essay will receive a grade of D if it fails to meet the minimum requirements of the assignment; it may be missing the required number of sources, a required Works Cited page, a discernable thesis, a clear connection to the assignment prompt and/or an overall plan. An essay in this category: may not address the assignment directly or clearly; may distort or wander from the assignment or set a trivial task; may make insufficient use of the thesis, or a controlling idea that governs the content of the essay; displays random or confusing organization; displays a lack of understanding of appropriate texts; fails to cite, integrate, or analyze material from the texts; replaces analysis with narration, summary, or description; fails to provide supporting detail and instead relies on unsupported generalizations; show inadequate control of standard written English, with many errors that detract or impede understanding.

**F (0-59%)** - An essay will receive a grade of F if it does not reflect any of the basic components of composition that we have discussed (and will continue to discuss) throughout the semester. An essay in this category: may fail to address the assignment; lacks a thesis or an understanding of a thesis; lacks organization or displays illogical organization such that the thesis or logic of the paper remains unknowable; fails to use sources or misuses the texts of others; displays an inability to understand texts, analyze sources, or support ideas; shows substantially inadequate control of standard written English, with errors that prevent communication. Essays that are late, not turned in, or do not meet the minimum word count will earn a “0.”

Read Seagull, “Giving Presentations” (p. 37-42)