

Syllabus for English 1A – Eureka Campus		
Semester & Year	Spring 2017	
Course ID and Section #	041353 Section #1353	
Instructor's Name	Robyn Roberson	
Day/Time	Monday 3:15 – 5:20pm This is a hybrid class requiring BOTH in person meetings Mondays from 3:15-5:20 PM on the Eureka campus AND extensive individual and collaborative online work using Canvas, reliable internet access, strong computer skills, and self-motivation to meet deadlines. This course totals 72 hours of instruction	
Location	HU 106	
Number of Credits/Units	4	
Contact Information	<i>Office location</i>	HU 121
	<i>Office hours</i>	Monday from 2 – 3:00pm
	<i>Email address</i>	Robyn-roberson@redwoods.edu
Textbook Information	<i>Title & Edition</i>	Sustainability
	<i>Author</i>	C.R. Weisser
	<i>ISBN</i>	978-4576-8376-3
	<i>Title & Edition</i>	The Shape of Reason, 4 th edition
	<i>Author</i>	John T. Gage
	<i>ISBN</i>	0-321-32077-8
	<i>Title & Edition</i>	A Pocket Style Manual, 7 th edition w/2016 MLA Update
	<i>Author</i>	Diana Hacker, Nancy Sommers
	<i>ISBN</i>	978-1-319-083352-6
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		
<ol style="list-style-type: none"> 1. Analyze argumentative claims. 2. Respond to arguments with persuasive critical essays. 3. Locate, synthesize, and document sources for use in response to arguments. 		
Special Accommodations		
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.		

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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.

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

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“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.

Tech Support: Before contacting Technical Support please visit the Online Support Page For access issues with Canvas, Web Advisor or your mycr.redwoods.edu Email, contact Technical Support at its@redwoods.edu or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

Student Resources (student services links):

- CR-Online (Resource for online students): <http://www.redwoods.edu/online>
- Academic Support Center (and testing center): <http://www.redwoods.edu/asc>
- Counseling Services: <http://www.redwoods.edu/counseling/>
- CR Orientation: <http://www.redwoods.edu/orientation/>
- DSPS (Disabled Students Programs and Services): <http://www.redwoods.edu/dsps>
- Library (including online databases): <http://www.redwoods.edu/library/>
- Veterans' Resource Center: <http://www.redwoods.edu/vets>
- Writing Center: <http://www.redwoods.edu/writingcenter>
- Canvas help and tutorials: <http://www.redwoods.edu/online/Canvas>
- Student Online Hand Book: <http://www.redwoods.edu/Portals/72/Documents/Students/CR-OnlineStudentHandbook.pdf>

The Tools You Will Need For This Course:

- **Computer Skills Necessary:** Online and hybrid courses require adequate computer skills. You should be able to navigate the course websites, open and download files, use a word processor with either Microsoft word (.docx) or be able to convert files to portable document format (.pdf), and submit files to the class website. It is your responsibility to meet the technological demands of the course.
- **Computer Requirements:** Most computers and internet providers are adequate. I would recommend broadband services from cable, DSL, or satellite providers as there are required multimedia assignments. You need to have reliable access to the internet at least four times a week for 16 weeks. Anticipate problems with your computer and internet access (including power outages) by not waiting until the last minute to submit assignments. It is your responsibility to meet the class deadlines.

Required Texts/Materials

- 1) Texts, readings, and assignments posted to *Canvas*
- 2) *Sustainability*. Christian R. Weisser. ISBN 978-4576-8376-3.
- 3) *The Shape of Reason*, 4th edition, John T. Gage. ISBN 0-321-32077-8

- 4) *The Pocket Style Manual, 7th edition, 2016 MLA Update*, ISBN 978-1-319-08352-6
- 5) Access to computer, printer, internet, Canvas, and CR email account
- 6) A 3-ring binder, lined paper, pens, pencils, highlighters (several colors), post-it notes, stapler and staples
- 7) 1 folder for essay final drafts
- 8) A USB Flash Drive for storing/transporting electronic files and printing on campus
- 9) Adequate funds for printing assignments, readings, and essays when required

Course Objectives: more specific details explaining how students will meet the outcomes.

1. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support.
3. Develop varied and flexible strategies for generating, drafting, and revising essays.
4. Analyze stylistic choices in their own writing and the writing of others.
5. Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
7. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
8. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar.

Expectations You Meet as a Student

I expect class participation (on campus and online) that demonstrates Professionalism, Preparedness, and Engagement:

Demonstrate your **professionalism**

- Arrive on time or in advance to class on campus so you're ready to start when class starts.
- Respect the voices of others and be gracious while others are speaking.
- Use professional, collegial language.
- Do not eat or engage in other activities that are distracting or disrespectful to the group when in-class.

Demonstrate your **preparedness**

- Have online assignments completed by the due date.
- Have in-class assignments printed, prepared, and ready to workshop on the due date.

Demonstrate your level of **engagement**

- Listen thoughtfully to the professor and your class colleagues.
- Focus your energy and attention to the learning objectives when interacting online and on campus.
- Put away electronic devices/close online programs/close printed material that directs your attention or eyes away from the class objectives when we are meeting on campus.
- Thoughtfully contribute to class in ways that advance the learning for the group.

If I notice you demonstrating a behavior that does not meet these expectations, I will mention it to you after class on campus or online unless it requires immediate discussion.

Attendance

Attendance is essential in a collaborative writing community operating in a hybrid environment. Because this class meets face-to-face only once per week, arriving late or leaving early is disruptive and interferes with my instruction and other classmates' learning and participation. If work, extracurricular activities, or personal schedules overlap or interfere with scheduled course dates and times, please take another section of English 1A.

Since regular attendance is a critical factor in student success, students at the College are expected to attend all sessions of each class in which they are enrolled. In general, absences may be considered excessive when the number of absences exceeds the total number of hours that the class meets during one week. For instance, our course meets one day per week for two hours; **any more than two absences for the semester is considered "excessive" and will result in no credit for this course.** Faculty may drop students for excessive absences through the end of the 10th week of the semester.

First Week Attendance Policy: Students who have been absent from a class session within the first week of instruction, without notifying the instructor before the absence, will be dropped from the course.

Excused absences require written medical, legal, or athletic documentation. Staying home from school because you have a cold or flu does not count as an excused absence. If you must suddenly have a surgery, obtain medical documentation.

Student Athletes/Campus Activities and Absences:

Professors are notified when student athletes or members of a campus club or activity will be required to miss class on campus and those absences are automatically considered "passed." Student are still expected to meet online due dates and to make arrangements in advance with the professor to submit any coursework due on campus while absent for a college directed absence. **Please notify me 3-4 days in advance of missing class for a college-directed reason so that we can plan. Contacting me after missing class for a college-directed reason may result in a loss of points or eligibility to submit an assignment.**

Emergency Absences:

Medical or legal emergencies will be addressed on a case by case basis and require documentation. Examples include a court date (notification in advance required) or a visit to the ER for the student or his or her dependents. Funerals are also considered an emergency, but require you to contact me in advance and work out a plan.

Late Work: Turn your work in on time (either posted to Canvas or brought into class) to receive credit. The following assignments are never accepted late: essay drafts, writing workshop drafts, peer response letters. You do, however, have two late passes for either a reading response or other miscellaneous writing.

Course Grading:

100%	A+	99-93%	A	92-90%	A-	79-77%	C+	76-70%	C		
89-87%	B+	86-83%	B	82-80%	B-	69%-67%	D+	66%-60%	D	59%-below	E

Extra Credit: As per CR English Department policy, there is NO extra credit available in this course. Course grades are earned by attending class and conferences and completing required assignments.

Formal Writing (45%)

Essays

Overview: There will be four formal essay assignments. All out-of-class essays will be double-

spaced and written in proper MLA format; the length of the essays range from 5-10 pages in length. The general criteria for the grading of each essay and assignment-specific instructions will be given in class. The final essay will be an in-class timed essay written during the final for this class.

Revisions: You will have the opportunity to revise your **first two** graded essays for an improved grade. For most of you, revision will be optional; however, if your essay needs more work in order to receive a passing grade (C or higher) or if you have a pattern(s) of grammatical errors, revision will be mandatory. A revised essay is due **two weeks** after the day it was first returned to you. I will expect you to submit essays that reflect your best attempt and show careful attention to the assignment guidelines. Please do not abuse the revision policy. If I find that you have only corrected grammatical errors and did not follow any of the suggestions I have offered, then I will return your revision back to you, ungraded. You will then receive the original grade. On the new draft, you are required to highlight all changes that have been made, or I will not accept the revision. You must also turn in your original essay with my comments.

Informal Writing (40%)

Reading Responses & Discussion

Overview: The majority of these assignments will be responses to the essays posted in Canvas and from *Sustainability* and *The Shape of Reason*. Some of these responses will have assigned prompts that will ask you to summarize the author's main point(s), to relate the subject to personal experiences, and/or to critically analyze the structure and meaning of an essay. Additionally, you will write several in-class journal assignments regarding other course readings.

Grading: Your reading responses and on-line reading discussions should show that you have both done the reading and taken the time to think carefully about what you have read. Vague or superficial responses will not be given full points. Response requirements will be handed out in class. Reading responses must be submitted as hard copy on the day they are due or posted to Canvas on the due date. E-mailing responses to me before or after class is NOT permissible. Late reading responses will not be accepted unless a late coupon is used.

Reading Quizzes

For the readings that do not require a reading response, I will give a quick reading quiz comprised of one or two questions designed simply to ascertain that you read the material. Scores will contribute towards your overall Informal Writing grade.

In-class Journals

Expect to write every class period – during the first several minutes of class and certainly during the course of the meeting time. These writings will help to generate ideas and focus for essay topics, as well as help to delve deeper into the topics and issues introduced by our readings. These informal journal assignments will be turned in on a credit/no credit basis for participation points.

F2F Class Participation (15%)

To be successful in this area requires actively participating in class discussions, taking notes when appropriate, being responsible and reliable with group work, and arriving prepared for class consistently.

Response Groups: Before each essay is due, you will be asked to bring a rough draft of your essay to class

in order to participate in peer response groups. Being absent from class during these days will affect both your essay grade and your class participation grade.

Finally, you will give an 8-10 minute presentation with visuals on your final research paper at the end of the semester.

Everyone has the opportunity to earn 100% in this grading category by strictly observing all attendance, participation, preparedness, and behavior policies during class and library sessions and during individual conferences and to participate in workshops and activities. When directed, essays and assigned readings must be printed in hard copy form and brought to class or conferences. Failure to bring printed documents and other required texts and materials will negatively affect the Face-to-Face Grade (F2F). Lack of participation (oral and journal writings) or inappropriate behavior during class and conference will negatively affect the F2F grade. Absences, tardies, and leaving class early will negatively affect the F2F grade. *Missed class sessions, conferences, and in-class work may not be made-up.*

Miscellaneous Classroom Policies:

Food – Food is not permitted in the classroom. Beverages are allowed so long as they are in a container that will not spill (has a lid). If someone has a medical condition that requires eating during class, please contact me privately in order to make an accommodation.

Leaving the classroom – please do not leave the classroom once the class has started. If it is an emergency and you must leave, please do so discretely without disrupting the rest of the class, and re-enter class discretely as well. Please attend to restroom needs prior to the start of class. Leaving class regularly for the restroom or refilling water bottles is disruptive for you and others. **If you anticipate needing to leave because of an ongoing condition, please speak with me about this.** We will take a short break around the midpoint of class for folks to attend to the restroom, make a brief phone call, or eat a snack. It is not sufficient time to go to the cafeteria and order food or beverages.

Electronics – students may use electronic devices to take notes during class or to use electronic dictionaries. All other types of technology, such as MP3 players, phones, or gaming devices, must be put away at the start of class. If you have a specific situation, such as you are expecting a call from the babysitter, please tell me in advance, and if you have to answer the phone, please go outside.

The professor reserves the right to make adjustments to the syllabus and course calendar as necessary. Students will be notified of any changes in an announcement in Canvas, as well as a verbal announcement in class.

Course Calendar with Essay Assignment Due Dates

Dates	FTF Classes Mondays @ 3:15-5:20pm Humanities 106	Online Modules – Available Monday morning until the following Sunday at 11:59pm
Week 1 1/17-22	Course Introduction	Modules for Week Z & Week 1: Text, Lecture, & Discussion Posts Critical Reading & Writing
Week 2 1/23-29	Syllabus Quiz Critical Reading Review <i>The Shape of Reason</i> Ch. 1&2 Writing Workshop	Module for Week 2: Text, Lecture, & Discussion Posts Writing Process & Invention

Week 3 1/30-2/5	Essay 1 draft 1 Peer response groups <i>The Shape of Reason</i> Ch. 3	Module for Week 3: Text, Lecture, & Discussion Posts Reliable Sources
Week 4 2/6-12	Meet in LRC103 Essay 1 draft 2 due (bring hard copy & post to Canvas) Writing Workshop <i>The Shape of Reason</i> Ch. 4 Research Techniques	Module for Week 4: Text, Lecture, & Discussion Posts Argument & Thesis
Week 5 2/13-19	Essay 2 outline <i>The Shape of Reason</i> Ch. 5	Module for Week 5: Text, Lecture, & Discussion Posts Argument & Organization
Week 6 2/20-26	President's Day—no class meeting Essay 1 draft 1 due – post to Canvas for group work <i>The Bedford Handbook</i> exercises	Module for Week 6: Text, Lecture, & Discussion Posts Annotated Sources
Week 7 2/27-3/5	Essay 2 draft 2 Peer response groups <i>The Bedford Handbook</i> exercises	Module for Week 7: Text, Lecture, & Discussion Posts Integrating Sources
Week 8 3/6-3/12	Meet in LRC103 Essay 2 draft 3 due (bring hard copy & post to Canvas) <i>The Shape of Reason</i> Ch. 6	Module for Week 8: Text, Lecture, & Discussion Posts Integrating Sources
Spring Break 3/13-3/19	***	***
Week 9 3/20-26	<i>The Shape of Reason</i> Ch. 7 <i>A Pocket Style Manual</i> exercises	Module for Week 9: Text, Lecture, & Discussion Posts Citing Sources
Week 10 3/27-4/2	<i>The Shape of Reason</i> Ch. 9 <i>A Pocket Style Manual</i> exercises Essay 3 outline due	Module for Week 10: Text, Lecture, & Discussion Posts Citing Sources
Week 11 4/3-9	Essay 3 draft 1 – Problem section Peer response groups Writing Workshop	Module for Week 11: Text, Lecture, & Discussion Posts Introductions
Week 12 4/10-16	Essay 3 draft 2 – Solution section Peer response groups Writing Workshop	Module for Week 12: Text, Lecture, & Discussion Posts Conclusions
Week 13 4/17-23	Essay 3 draft 3 due (bring hard copy & post to Canvas) Revision Workshop <i>The Shape of Reason</i> Ch. 8	Module for Week 13: Text, Lecture, & Discussion Posts
Week 14 4/24-30	Writing Workshop – Timed essay strategies	Module for Week 14: Post Presentation

	Presentations	
Week 15 5/1-7	Presentations Discuss essay prompt for final essay	Module for Week 15: Post Presentation
Week 16 – Finals Week Monday 5/8 3:15-5:15pm	Final timed essay	