

Syllabus for English 1A – Online Course

Semester & Year	Summer 2017	
Course ID and Section #	043897 Section #V3897	
Instructor's Name	Nicole Bryant Lescher	
Day/Time	Online Course This is a fully online course requiring 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	Fully Online Course: Canvas Learning Management System	
Number of Credits/Units	4	
Contact Information	<i>Office location</i>	SCI 216 J
	<i>Office hours</i>	Online office hours Tuesday 1-2pm and by appointment
	<i>Phone number</i>	707-476-4233
	<i>Email address</i>	Nicole-bryantlescher@redwoods.edu
Textbook Information	<i>Title & Edition</i>	<i>Culture: A Reader for Writers</i>
	<i>Author</i>	Mauk
	<i>ISBN</i>	978-0-19-994722-5
Textbook Information	<i>Title & Edition</i>	<i>So What: The Writer's Argument</i>
	<i>Author</i>	Schick & Schubert
	<i>ISBN</i>	978-0-19-994907-6
Course Description		
<p>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.</p>		
Course 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. 		
<p>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.</p>		
<p>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.</p>		
<p>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: www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf 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.</p>		
<p>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</p>		

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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:

www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf

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/Eureka/campus-maps/EurekaMap_emergency.pdf). For more information on Public Safety, go to <http://redwoods.edu/safety/> 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.

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 Need For This Course

Online Access to this Course: Online courses bring the classroom to you, wherever you have reliable internet service. However, it only works if **you bring yourself to the online classroom** with frequency, flexibility, and initiative:

Frequency: Come to class often. Engage online at least 4 times per week to meet weekly deadlines.

Flexibility: We're going to learn in new ways. Bring a "can-do" attitude to our online classroom.

Initiative: Take ownership of your success. Success in this course is a reachable goal if you choose every day to engage with the class and be accountable for meeting deadlines and learning expectations.

Computer Skills Necessary: Online courses require adequate computer skills. You should be able to navigate the course websites, open and download files, use a word processor with Microsoft word (.docx) 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 8 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. **NOTE* this course cannot be completed through using a cellular phone; many portions of the course do not fully display in the Canvas app. Plan to use a desktop, laptop, or tablet for your coursework. If something is not showing or working, change browsers or check if you are working on your phone. This is almost always the problem.**

Use the open circles below as check boxes
Make sure you have the complete list of items you need for this class.

Required Course Content: You need these by the first week

- *Culture: A Reader for Writers* by Mauk
- *So What: The Writer's Argument* by Schick & Schubert
- Canvas online learning management system
 - We will use Canvas every week for course learning, assignments, and handouts.

Required Materials: you need these the first week

- Reliable Access to the Internet
 - at home **or** a willingness and ability to use the on-campus labs every week multiple times
- Microsoft Office Programs
 - MS Office is a free download for students. You will need it for class every week. **Google docs** is not an adequate substitute for MS word in a class that requires the amount of formatting, file sharing, and editing we will do. This is why the download is free. There is a download for MAC users as well as PC users.

Necessary Internal Ingredients: we will build these all semester. Be ready to start on day 1

- Collegial and respectful manner
- Willingness to try new things and to consider revising things you already do
- Commitment to communication and dedication to this course, class colleagues, and your professor
- Bravery, determination, vulnerability
- The patience to value difficult processes
- The willingness to ask for assistance and advice
- The ability to recognize your own successes and champion the successes of others

Learning outcomes and how class works:

Course Learning Outcomes: students successfully demonstrate the following actions to pass the course. (i.e. these are the key actions/skills/learning to prove success within 1A)

1. Analyze argumentative claims.
2. Respond to arguments with persuasive critical essays.
3. Locate, synthesize, and document sources for use in response to arguments.

Course Objectives: tasks a student will do to show mastery of the learning 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, usage, or punctuation.

Course Organization: Completion of the course objectives happens one module at a time

Our class is organized into **modules**. Within each module, you will see the activities you need to complete to successfully master the weekly learning outcomes.

Weeks 1-6 you will complete 2 modules per week. Weeks 7 & 8 you will complete one module per week.

Monday-Wednesday: Complete the first weekly module (for example, module A)

Thursday-Sunday: Complete the second weekly module (for example, module B)

- Activities to advance your learning (discussion forum posing and responding to class colleagues, reading quizzes, practice activities, and shorter writing assignments) will have due dates during the week.
- The polished essays (Essay 1, Essay 2 Draft, Essay 3) will be due at the end of the week

*Once the module opens, students can always work ahead in the order of the assignments.

How to be Successful in this Course:

Even if English is your least favorite subject, there is a simple formula for success in my courses.
This class doesn't require you to be an expert; it requires you to have *grit*.

You earn your A through **persistence**. It's that simple. Stick with it and meet the milestones.
A's are **earned** in this class **one completed milestone at a time**.

Homework (milestone assignments and Writing Explorations):

All strong writers know that the trick to writing an essay is to build it in pieces. Every milestone assignment we do is purposefully built to help you practice and build your next essay. Because of this, completing the milestones is non-negotiable. They are as important as the finished essay. **Completing and tracking the assigned reading; watching and interacting with content videos, posting and responding to discussion forums, completing the reading quizzes, completing activities, and completing WE (writing exploration) assignments are types of milestone assignments on the road to essays.**

Reading is a milestone:

Successful reading is a skill you will strengthen in this class and the foundation of everything we do. You'll quickly learn that reading for our class is a "pencil in hand" kind of milestone, just like completing math equations or writing a lab report after observing an experiment. Because *how we read* is connected to *what we read*, you'll be practicing a number of different processes as a part of class. The best advantage you can give yourself is the patience to go slowly and the persistence to re-read a second or third time.

Asking for Clarification: Seeking answers to your questions also is an essential habit for success. If you have a question, consider the avenues available to answer your question (the syllabus, course materials, online materials, classmates, writing center tutors, librarians, and your professor) and be persistent in finding solutions. Make a plan for a route to your answer outside of just me, because if you have a question two hours before the due date, I may not get back to you in time.

Expectations of This Course and Your Professor:

Here's what to expect in terms of email, grading, feedback, and overall course experience

Expect this course to be challenging and a lot of fun: I know this is an English course and I teach English, so there's a good chance you don't believe me right now, but give me a chance to prove it to you.

Expect me to respond to you in a timely manner, following the guidelines below:

Not all feedback is the same—some takes longer than others. Here's a helpful guide for you to rely on.

What	Response Time
Canvas Email	I will respond within 24 hours to emails Monday through Friday. I will respond within 48 hours on weekends. Emails sent after 7pm will be answered the next day at the earliest
Milestone/Module assignments	Weekly milestone assignments are graded within 5 days of the close of a module.
Writing explorations and essays	Writing explorations are graded within 10 days of the due date. Essays are graded within 10 days of the due date.

Life happens to all of us, including me. If something unexpected delays my feedback to you on email or in grading, I will post an announcement to the class letting you know there is a delay and the new expected feedback date.

Expect Grading to be Fair, Consistent, and Clear

I use grading rubrics for essays and WE's and grading criteria/feedback for all other milestones. You should always know why you earned the grade you did, what to strengthen, and what to keep doing. Feedback on strengths is just as important as feedback on areas to improve.

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

Expectations You Meet as a Student

I expect class participation that demonstrates Professionalism, Preparedness, and Engagement:

Demonstrate your **professionalism**

- Submit on time or in advance to class discussions so you're on point with the module's goals.
- Respect the voices of others and be gracious online and in email communication.
- Use professional, collegial language.
- Take initiative for your own learning and pride in your efforts.
- Troubleshoot; seek multiple avenues to answer your questions; and recognize that ultimately, you teach yourself and make yourself learn.

Demonstrate your **preparedness**

- Have online milestones and writing assignments completed by the due date.
- Commit to and engage with the readings.

Demonstrate your level of **engagement**

- Engage thoughtfully and read closely all communication from the professor and your class colleagues.
- Focus your energy and attention to the learning objectives when interacting online.
- Thoughtfully contribute to class in ways that advance the learning for the group.

Course Respect Policy and Netiquette:

If a student's actions or words do not meet expectations of professionalism, preparedness, or engagement. Typically, I will first open a dialogue with the student to bring attention to the concern. If a student's words or actions have demonstrated disrespectful behavior or intolerance to another student or students, I will stop the situation from continuing. This may mean I delete discussion posts or delete class colleague feedback online. *Most students do not intend to be disrespectful or intolerant the first time they say or do something in a class.* It is simply a breakdown of intent and audience awareness, or perhaps a lack of awareness for the best way to say something. Because of this, first time situations are regarded as well intended but poorly executed, and the student will have another chance to post and/or offer thoughts in response. If a student continues to demonstrate disrespectful or intolerant behavior towards other students or toward the professor, I will immediately involve the Dean of Arts and Humanities, refer to the Code of Conduct, and address the situation in a manner befitting the action and its severity. Classes that teach and study argument always have the potential to be inflammatory, but they also have the potential to be great places to learn to hear and work in collaboration with ideas that differ from one's own. Learning to be respectful and tolerant is a key life skill, and we practice it every day of the semester.

I expect you to submit original work. I expect you to give credit to all sources used by you.

Plagiarism is the use of someone else's words or ideas in your writing without giving credit. When you use someone's words or ideas, you must cite your source. This includes paraphrasing and summarizing from a text. Working with another student and submitting similar work is also plagiarism. Do your own work unless a group

project is the stated goal. I may choose to use turnitin to verify your work is your own and I follow the academic misconduct code for the College if cheating/plagiarism occurs.

Overview of Major Assessments

Discussions	15%
Quizzes	15%
Activities	30%
Essays and Writing Explorations	40%

Overall Course Details and Deadlines

Late work and college success:

Canvas tracks submission times and dates. Any work submitted late may be reduced in points as specified below.

Weekly Assignments: Quizzes, discussion forum posts, and activities

5 minutes-24 hours late	10% reduction in points
25-48 hours late	20% reduction in points
49-72 hours late	30% reduction in points
More than 72 hours late	No longer eligible for points

Essays and Writing Explorations

5 minutes-24 hours late	15% reduction in points
25-48 hours late	30% reduction in points
More than 48 hours late	No longer eligible for points

Actively engaging in class--Census Week:

Be aware that you must be actively working through the modules during the first two weeks of class. If you are not posting, submitting assignments, and contributing to discussions, your name will be removed from the class roster during Census Week. Census is June 1, 2017.

Faculty-initiated drop: Missing Numerous Assignments by week 3 or week 5

I assess overall class participation in week 3 and week 5. If you have missed the majority (55% or more) of the assignments by week 5 or week 8, I will notify you that I intend to drop you from the class. At this point, please contact me so that we can discuss options for you. If I have not received a message from you within 48 hours of my notification, I will drop you from the course.

Student-initiated withdrawal: you may withdraw up until 06/23/2017

The last date to remove yourself from the course and not receive a letter grade is 06/23/2017.

Students may withdraw from a course after census and up to this date and receive a W (withdraw) from the class. If you are considering withdrawing from the class, please contact me. Let's discuss options for you to be successful in your next steps.

Contesting a Grade: Students have one-week from the time an assignment has been returned to contest the grade with the instructor; after that time the grade will stand. If for any reason you are not sure why you earned the grade you received, or if you unclear on the grading policies, please do not hesitate to contact me immediately.

Incomplete Grade: The professor makes the decision on whether to grant an incomplete opportunity based on individual student information. Incompletes will be considered only in extenuating circumstances and with the approval of the Dean. Incompletes are not an option to repair a low grade earned throughout the semester. A student must have already demonstrated significant and successful course progression to be considered for an incomplete.

The professor reserves the right to adjust 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.

Tentative Calendar and Major Assignment Due Dates.

Modules open on Sundays

All weekly assignment due dates are listed in Canvas.

All milestone assignments appear on the Canvas calendar once the module is open, if not sooner.

The calendar below lists the major assignment due dates (Writing Explorations and Essays).

Open Date	Module	Major Assignment Due Dates
5/19	A & B	Make sure to complete module A fully. It is part of determining attendance in the class.
5/28	C & D	Unit 1: WE1 due 6/4 11:59pm
6/4	E & F	Unit 1: WE2 due 6/7 11:59pm Unit 1 Essay 1 due 6/11 11:59pm
6/11	G & H	Unit 2: REP Reports 1-4 due 6/18 11:59pm
6/18	I & J	Unit 2: Essay 2 Draft Review due 6/25 11:59pm
6/25	K & L	Unit 3: Essay 3 (Essay 2 draft + Essay 3) due 7/2 11:59pm
7/2	M	Essay 4 Taken online. Essay exam open from 7/6-7/9 at 11:59pm
7/9	N	Essay 5 Taken online. Essay exam open from 7/11-7/13 at 11:59pm

Weekly Assignment & Activity Overview

Week 1	Reading Assignments	Video Lessons	Activities/Assignments
Modules A&B	*A& B Overviews *Shiny Objects 1 So What Chap. 1 & 2	Class How To Using Canvas MLA Page formatting Collegiate Reading Previewing a Text Tracking a Text	Introduction to class Navigation quiz Discussion Activity and response Activity: Strengths and challenges Activity: Tracking (annotation) practice
Week 2	Reading Assignments	Video Lessons	Activities/Assignments
Modules C&D	*C&D Overviews Korten (<i>Culture 310</i>) Isaacs (<i>Culture p 315</i>) So What chap 3	Essay 1 How-To Finding Appeals Creating Summaries Argument Support	Discussion Activity and response Activity: Korten summary assistant Activity: Korten check and reflect Reading Quiz Writing Exploration (WE) 1: Summary of Isaacs
Week 3	Reading Assignments	Video Lessons	Activities/Assignments
Modules E & F	* E & F Overviews Brecher (<i>Culture p 300</i>) <i>So What</i> Chap 9	Identifying author strategies Creating Rhetorical analysis Ownership for evaluation Building Essay 1 Professionalism in writing Citation How to	Discussion Activity and response Writing Exploration (WE) 2: Rhetorical Analysis of Brecher Essay 1: Summary and rhetorical analysis Reflection Letter Essay 1
Week 4	Reading Assignments	Video Lessons	Activities/Assignments
Modules G&H	*G & H Overviews <i>So What</i> Chap 4 & 5	Essay 2 explanation Getting started research How to find stuff How to judge stuff Reaching quality standards Creating powerful analysis	Discussion Activity and response Activity: CRAAP tests Activity: Analysis practice REP Reports 1-4

* Readings with an asterisk are located in the module on Canvas

Weekly Assignment & Activity Overview

Week 5	Reading Assignments	Video Lessons	Activities/Assignments
Modules I & J	*I & J Overviews <i>So What</i> Chap 6 & 8	Creating your claim From research to paper Reverse outlines Works cited	Activity: Creating your claim Activity: outline submission Essay 2 Draft Review
Week 6	Reading Assignments	Video Lessons	Activities/Assignments
Modules K&L	*K & L Overviews <i>So What</i> chap 7 & 10	Essay 3 How To Essay 3 Outline	Discussion Activity and response Activity: Proposal for change Essay 3 Submission Reflection Letter Essay 3
Week 7	Reading Assignments	Video Lessons	Activities/Assignments
Module M	* M Overview *Persuaders (video)	Timed writing how to Prepping for essay exams	Discussion Activity and response Persuaders Essay exam
Week 8	Reading Assignments	Video Lessons	Activities/Assignments
Module N	* N Overview *Generation Like (Video)	none	Generation Like Essay Exam Optional Extra credit reflection

* Readings with an asterisk are located in the module on Canvas