Syllabus for English 1A – Online Course

Semester & Year	Spring 2018
Course ID and Section #	043539 Section #V3539
Instructor's Name	Nicole Bryant Lescher
Number of Credits/Units	4

Contact Information	*Office location*	SCI 216 J
	Office hours	Online Office hours: by appointment
		On-Campus office hour: Wednesday 1:15-2:15pm
	Phone number	707-476-4233
	Email address	Nicole-bryantlescher@redwoods.edu
Textbook Information	*Title & Edition*	*So What: The Writer's Argument* second edition
	Author	Schick & Schubert
	ISBN	978-0-19-029740-4

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.

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

Necessary Computer Skills: Students must be able to navigate the course learning website (Canvas), open and download files(.docx and adobe PDF), use a word processing program (Microsoft word or google docs) to create and format documents and submit files to assignment dropboxes on Canvas in .docx format. It is the student's responsibility to meet the technological demands of the course.

Technology Requirements: Most computers and internet providers are adequate. I recommend broadband services from cable, DSL, or satellite providers as they are required to access multimedia content (lecture videos, etc). **You need to have reliable access to the internet from your computer (not a phone*) 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.

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 or laptop 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.

Technology Support: Before contacting Technical Support please visit the Online Support Page at http://www.redwoods.edu/online/Help.
For password 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

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.

Syllabus for English 1A – Online Course

Regular Effective Contact: This course will create regular, effective contact through discussion forums, instructor-created lecture videos, weekly announcements, and weekly activities within the modules. Course activities explained in further detail within the syllabus content that follows.

Academic Support and Resources: 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. The following resources are available to support your success as a student:
- CR-Online (Resources for online students): http://www.redwoods.edu/online
- Library (including online databases): http://www.redwoods.edu/library/
- Canvas help and tutorials: http://www.redwoods.edu/online/Canvas
- Student Online Hand Book: http://www.redwoods.edu/Portals/72/Documents/Students/CROnlineStudentHandbook.pdf]

Course Communication: Students should submit email through Canvas. If Canvas is down, students may email the professor directly at Nicole-bryantlescher@redwoods.edu. If the CR website is down, students can interact directly with Canvas by entering the following URL: https://redwoods.instructure.com
Details on email response times explained in further detail within the syllabus content that follows

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/AP5500StudentConductCodeandDisciplinaryProcedures rev1.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.

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: www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedures rev1.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: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.

Proctoring: No proctoring is required for 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.

Required Course Content: You need these by the first day of class
- So What: The Writer's Argument 2nd edition, by Schick & Schubert
- Canvas online learning management system

Required Materials: you need these the first days of class
- Reliable Access to the Internet from a desktop computer or laptop (not just a phone)
  - 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. 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.

Each week you will complete 1 module. Within the module, there will be:
- Video lectures to deliver the learning concepts/meet learning objectives.
- Assigned readings to deliver learning concepts and create content for assignments.
- Discussions and/or quizzes to help you engage with the content and comprehend the processes.
- Activities to allow you the opportunity to practice new skills and processes.

The larger writing assignments will occur every few weeks as the way for you to demonstrate your learning. Modules open before the start of the week and activities within the module will open in the order they are listed in the module. Once the module opens, students can always work ahead within that specific module

How to be Successful in this Course:

This class doesn't require you to be an expert; it requires you to have **dedication, time management, and a willingness to make changes and receive feedback.**

You earn your A through persistence and incremental strengthening. It's that simple.
Stick with it; meet the milestones; strengthen your work with the assistance of feedback.

Homework (quizzes, discussion activities, writing activities): All strong writers know that the trick to writing an essay is to build it in pieces. Every assignment we do is purposefully built to help you practice and build your next essay. Because of this, completing the activities is non-negotiable. They are as important as the finished essay.

Reading is an activity: 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 activity, 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 several 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 is also 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.

Epic Leader: This course includes a voluntary Supplemental Instruction program. A peer leader, who has already successfully completed my online 1A, is embedded as a part of this course to help you (isn't that AWESOME!!!). She will facilitate weekly study sessions in order to discuss group strategies and learning techniques. Many courses across campus have EPIC leaders, but it is new to the online environment. We are super lucky to have this amazing support. The goal of this program is to help you understand what to learn and how to learn through the partnership of someone who has been in your shoes. Get excited; it's a big deal.

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
<mark>Canvas Email</mark>	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
Module assignments	Weekly module assignments are graded within 5 days of the close of a module. Late submissions are graded within 5 days of the submission date.
Essays	Essays are graded within 14 days of the due date. Late submissions are graded within 14 days of the submission 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 grading criteria/feedback for all other assignments. 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 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 follow the academic misconduct code for the College if cheating/plagiarism occurs.

Overview of Major Assessments

Discussions & Quizzes	20%
Activities	20%
Essays	60%

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.

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

Actively engaging in class:
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 **January 29th, 2018**

Faculty-initiated drop: Missing Numerous Assignments by week 5 or week 8
I assess overall class participation in week 5 and week 8. 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 <mark>until 03/30/2018</mark>
The last date to remove yourself from the course and not receive a letter grade is <mark>03/30/2018.</mark>
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

Weekly Overview	*All Readings other than chapters in So What are located in the module on Canvas		
Week 1 1/13	**Reading Assignments**	**Video Lessons**	**Activities/Assignments**
Getting Started and Module A	*Module A Overview So What Chap. 1	Class How To Using Canvas MLA Page formatting	Introduction to class Navigation quiz
Week 2 1/22	**Reading Assignments**	**Video Lessons**	**Activities/Assignments**
Module B	Module B Overview So What chap 2 Ministers of Minimalism On Living in Caves and Fighting Distractions	Collegiate Reading Previewing a Text Tracking a Text	Discussion Activity and response Activity: Strengths and challenges Activity: Tracking (annotation) practice
Week 3 1/29	**Reading Assignments**	**Video Lessons**	**Activities/Assignments**
Module C	Module C Overview So What Chap 3 How to Buy Happiness 5 Ways Millennials are Redefining Ownership Culture	Summary Essay How-To Finding Appeals Creating Summaries	Discussion Activity and response Activity: 1st try at summary Activity: Appeal Assistant Review and Strengthen **Writing Skill Activity Due this Week**
Week 4 2/5	**Reading Assignments**	**Video Lessons**	**Activities/Assignments**
Module D	Module D Overview So What Chap 4 Buyer Beware Millennials: A Generation with Unrealistic Expectations	Argument Support Believing and Doubting	Discussion Activity and response Activity: Believing and Doubting a Text Summary Essay (1st Major Essay)
Week 5 2/12	**Reading Assignments**	**Video Lessons**	**Activities/Assignments**
Module E	Module E Overview So What Chap 5 How to Buy Happiness 5 Ways Millennials are Redefining Ownership Culture Millennials: A Generation with Unrealistic Expectations	Identifying author strategies Creating Rhetorical analysis Ownership for evaluation	Activity: Identifying Author Strategies Rhetorical Analysis Essay (2nd major Essay) **Writing Skill Activity Due this Week**
Week 6 2/19	**Reading Assignments**	**Video Lessons**	**Activities/Assignments**
Module F	Module F Overview So What chap 6 Wanting More than You Have Shop 'til We Drop	Collegiate Research Decoding Academic Research Cause & Effect Essay	Activity: Decoding the Academic Article Discussion Activity and response Discussion Activity: C&E Essay Ideas (No Response Necessary)

		Reading Assignments	Video Lessons	Activities/Assignments
Week 7	**2/26**	**Reading Assignments**	**Video Lessons**	**Activities/Assignments**
Module G		Module G Overview *So What* chapter 7	Getting started research How to find stuff How to judge stuff	Discussion Activity and response Activity: CRAAP tests
Week 8	**3/5**	**Reading Assignments**	**Video Lessons**	**Activities/Assignments**
Module G continued		Scholarly research for your essay	None	REP Reports 1-3
Week 9	**3/12-3/18**	**No class. Spring Break!**		
Week 10	**3/19**	**Reading Assignments**	**Video Lessons**	**Activities/Assignments**
Module H		Module H Overview Scholarly research for your essay	Reaching quality standards Creating powerful analysis	Discussion Activity and response Activity: Analysis practice Analysis draft **Writing Skill Activity Due this Week**
Week 11	**3/26**	**Reading Assignments**	**Video Lessons**	**Activities/Assignments**
Module I		Module I Overview *So What* chapter 8 Scholarly research for your essay	Creating your claim From research to paper	Discussion Activity and response Activity: Creating your claim Activity: outline submission
Week 12	**4/2**	**Reading Assignments**	**Video Lessons**	**Activities/Assignments**
Module J		Module J Overview *So What* chapter 9 Proofread your essay Offering reader review feedback to a colleague	Reader Review How-to	Discussion Activity and response Activity: Reader Review Cause & Effect Essay (3rd Major Essay) **Writing Skill Activity Due this Week**
Week 13	**4/9**	**Reading Assignments**	**Video Lessons**	**Activities/Assignments**
Module K		Module K Overview *So What* chapter 10 Scholarly research for your proposal	Proposal Essay How To Proposal Essay Outline	Discussion Activity and response Activity: Proposal for change Activity: Proposal share and response
Week 14	**4/16**	**Reading Assignments**	**Video Lessons**	**Activities/Assignments**
Module L		Module L Overview Scholarly research for your proposal	No new lessons	Activity: Reader Review Cause & Effect + Proposal essay (4th Major Essay) **Writing Skill Activity Due this Week**

Week 15 4/23	Reading Assignments	Video Lessons	Activities/Assignments
Module M	Module M Overview Generation Like (Video)	Prepping for Essay exams	Activity: Generation Like Discussion Questions Discussion Activity and Response
Week 16 4/30	Reading Assignments	Video Lessons	Activities/Assignments
Module N	Module N Overview	none	Discussion Activity and Response Practice Essay Exam
Week 17 5/7	Reading Assignments	Video Lessons	Activities/Assignments
Final Exam	None	none	Generation Like Essay Exam Optional Extra credit reflection