

| Syllabus for English 1A – Virtual Campus | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| Semester & Year | Spring 2018 | |
| Course ID and Section # | 043540 Section # V3540 | |
| Instructor's Name | Robyn Roberson | |
| 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> | TBD |
| | <i>Office hours</i> | Wed. 2-3:00pm & Thurs. 12-1:00pm |
| | <i>Email address</i> | Robyn-Roberson@redwoods.edu |
| Textbook Information | <i>Title & Edition</i> | Listening to Earth |
| | <i>Author</i> | Hallowell and Levy |
| | <i>ISBN</i> | 0-321-19515-9 |
| | <i>Title & Edition</i> | So What: The Writer's Argument, 2 nd edition |
| | <i>Author</i> | Kurt Schick & Laura Schubert |
| | <i>ISBN</i> | 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. | | |
| 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. | | |
| 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. | | |

Syllabus for English 1A – Virtual Campus

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 “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.

Syllabus for English 1A – Virtual Campus

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/>
- DSPTS (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) 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:
- 2) *Listening to Earth*. Hallowell and Levy. ISBN# 0-321-19515-9.
- 3) *So What: The Writer's Argument, 2nd edition*. Schick and Schubert. ISBN 978-0-19-029740-4

4) 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.

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.

Expectations You Meet as a Student

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

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.

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 Week 3 (Census Week).

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 3 or week 5, 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 03/30/2018

The last date to remove yourself from the course and not receive a letter grade is 03/30/2018. 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.

Expectations in terms of email, grading, and feedback

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

Canvas Email

I will respond within 24 hours to emails Monday through Friday.

I will respond within 48 hours on weekends.

Emails sent after 8pm will be answered the next day at the earliest.

Writing Activities & Discussions

These are graded within 5 days of the closing date of the module.

Essays

These are graded within 15 days of the due date.

Expect Grading to be Fair, Consistent, and Clear

Grading rubrics for essays and grading criteria/feedback are used 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.

Overview of Major Assessments

| | |
|-------------|-----|
| Discussions | 15% |
| Quizzes | 15% |
| Activities | 25% |
| Essays | 45% |

Late work and college success:

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

Weekly Assignments: Quizzes, Discussion forum posts, other 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

| | |
|-------------------------|-------------------------------|
| 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 |

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 completing required assignments.

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.

Tentative Calendar and Major Assignment Due Dates.

Modules open on Sundays

All weekly module (milestone) 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 for Essays.

| Open Date | New Module | Notes/ Major Assignment Due Dates |
|-----------|------------|--------------------------------------------------------------------------------------------------------------|
| 1/10 | 0 | Read through the requirements needed to be successful in this course. |
| 1/14 | 1 | Make sure to complete this orientation module fully since it is part of determining attendance in the class. |
| 1/21 | 2 | Unit 1: Rhetorical Analysis |
| 1/28 | 3 | |
| 2/4 | 4 | Paper 1 |
| 2/11 | 5 | Paper 2 |
| 2/18 | 6 | Essay 1 – Rhetorical Analysis due |
| 2/25 | 7 | Unit 2: Argument |
| 3/4 | 8 | Paper 3 |
| 3/11 | | Spring Break |
| 3/18 | 9 | Essay 2 – Argument due |
| 3/25 | 10 | Unit 3: Problem/Solution Proposal |
| | | |

| | | |
|------|----|-----------------------------------------|
| 4/1 | 11 | |
| 4/8 | 12 | Paper 4 |
| 4/15 | 13 | |
| 4/22 | 14 | |
| 4/29 | 15 | Essay 3 – Problem/Solution Proposal due |
| 5/6 | 16 | Final Exam (Essay 4) online essay exam |