

Syllabus for ENGL-1A– Del Norte Education Center		
Semester & Year	Fall 2018	
Course ID and Section #	ENGL 1A D4990	
Instructor's Name	Professor Ruth Rhodes	
Day/Time	Class: T/TH 9:00-11:05am	
Location	DM 34	
Number of Credits/Units	4.5	
Contact Information	<i>Office location</i>	E7 in the "Faculty Club House"
	<i>Office hours</i>	Mondays and Tuesdays 11:30-12:30 and by appointment
	<i>Phone number</i>	707-465-2336
	<i>Email address</i>	ruth-rhodes@redwoods.edu
Textbook Information	<i>Title, Edition, Author, and ISBN #</i>	<ol style="list-style-type: none"> 1. <i>They Say, I Say, 4E with Readings</i> by Gerald Graff, Cathy Birkenstein and Russel Durst, Norton, ISBN#: 978-0-393-63168-5 2. <i>Easy Writer, 6th Edition</i> by Andrea A. Lunsford, Bedford St. Martin's ISBN 978-1-319-05076-4 <p>Please do NOT buy e-books for this class. Please buy the correct editions / versions. I recommend buying rather than renting so you can highlight and write in your books.</p>
<p><i>"Education is not the learning of facts but the training of the mind to think,"</i> -Albert Einstein</p>		
<p>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.</p>		
<p>Student Learning Outcomes</p> <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</p>		

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[Disabled Students Programs and Services](#). Students may make requests for alternative media by contacting DSPS at 707-465-2352.

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 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>. 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; 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 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>.

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 Del Norte campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Crescent City campus emergency map is available at (<http://www.redwoods.edu/delnorte/Maps-and-Directions; scroll down to the Safety Map>). For more information on Public Safety, go to <http://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 campus authorities.

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

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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, 707-476-4112, security@redwoods.edu, if you have any questions.

Note from Professor Rhodes: Our evacuation point for DM 34 in case of a fire or natural disaster is in the back parking lot by the student lounge. In the very unlikely event of an active shooter incident, rapidly disperse away from the campus rather than cluster at the evacuation point.

Anxiety? Our buildings at College of the Redwoods are structurally, geographically and statistically SAFER than nearly any other place in Del Norte County. It is important to know what to do in case of an emergency, but please understand that you are very safe here.

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.

Attendance

Please attend all sessions of each class. English Department policy is that your instructor can drop you from the roster if you miss more than two weeks (total) of class before Week 11. *If you're worried about attendance, talk to me.*

Primary Focus

You will be assigned diverse readings each week which you will take notes on and be prepared to write about and discuss in class. Our readings will be divided up into three themes:

The Partisan Divide in the United States
The Choice to Go to College
Modern Technology and Its Effects on the Brain

A companion lab, **English 1-L**, is available immediately following class on Thursday from 11:15-12:40. It is recommended for anyone interested in extra support. It is NOT a typical writing lab in which you work independently. Most of the lab is dedicated to class discussion and group activities. Please consider signing up if you want extra support.

Habits of Mind

The quality of your learning experience in college depends on developing certain habits of mind. Often, these habits represent a shift from the habits students end up developing in high school. These college habits of mind include:

1. **Arrive on time.** Class usually begins with a graded activity. You can't make it up if you are late or absent. If the door is locked, wait outside the classroom until the activity is completed and I reopen the door. I'm not trying to be mean. I'm making sure those who arrived on time are not distracted.

2. **Attend regularly.** If you miss class for any reason, send me a curtesy e-mail me to let me know you're still engaged and want to keep up. The day's PowerPoint lecture, which contains the prep work on the last slide, and any additional handouts should be posted to Canvas. Let me know if you can't find them. Please remember it is your job to catch yourself up. This is a big shift from high school, where your teachers may have done this work for you and/or permitted make-up work. We don't do that here.
3. **Be prepared.** Have your homework completed on time. Bring your books and materials with you each day. Save all graded work in a folder, including your essays.

If you are not prepared for class, "fess up" when asked. Be prepared to simply observe during group activities. This way, you won't slow the group down or frustrate other group members for not interacting in a meaningful way.

4. **Engage.** Show respect and appreciation for the learning process and for everyone present by listening, responding, and asking questions. Turn off your cell phone and put it out of sight. Avoid side-conversations. Do not use a laptop or tablet without permission. If you need to leave class, you don't need to ask permission. Just do so quietly.

Pay attention to the dynamics in the room and practice *step up/step back* techniques during discussions. *Step up* if you find that you rarely make a contribution in class and need to do your part. *Step back* if you find that you often do most of the talking. Make room for others to participate.

If for some reason a student is clearly disengaged or repeatedly disruptive, I may ask that person to leave class in order to protect the learning environment. If this happens to you, please visit me in my office before you return to the next class.

Grades

Grades will be updated weekly, usually on Fridays. Check your progress on our class's *Canvas* site. Please let me know immediately if you see an error on my part. Errors you discover after finals week cannot be fixed.

A (100-90%) / B (89-80%) / C (79-70%) / D (69-60%) / F (59-0%)

Prep work & reflections (cannot be made up if absent)	30%
Essay 1: 1000+ words / Explanatory Synthesis (AKA "the report")	20%
Essay 2: 1500+ words / Argumentative Essay	20%
Essay 3: 2000+ words / Argumentative Synthesis	30%

There is no extra credit in this class, per English Department policy.

Prep & Reflection (30% of course grade)

Learning to read carefully and critically is essential for engaging in discussions and to your overall success in college. Expect to take notes on each reading, answering critical questions. I do sometimes give credit for notes, so bring them to class. In class, I will sometimes assign formal writing activities to prepare you for writing essays, including reflection assignments after essays are graded and returned. These activities will help you be thoughtful about the feedback you receive. All these are part of the “Prep and Reflection” category.

Essays (70%)

You will write three formal essays in this class, each demonstrating your developing reading, thinking and writing skills. Clear directions and expectations about the quality of the work will be given to you in advance in a handout.

Essays *can* be turned in late if you arrange with me in advance of the deadline with no penalty. However, unexcused late essays will lose 5 points per day, every day, including weekends and holidays, and will not be graded after a week. So, ask in advance if you need to turn essays in late.

If your first two essays are turned in on time but didn’t earn passing grades, you can revise them within one week of getting them back. Your grade will never go down with a revision, although it may not go up if it has not been significantly improved. With a rewrite, you can earn up to 30/40 (75%).

All essays must be uploaded to the Canvas website by the deadline. I will comment on them electronically. If you prefer to have hand-written comments instead, upload it to Canvas anyway *with a message to me*, asking me to grade your paper version. At the same time, drop the paper version in my box in the office or bring it to me in person before the deadline. I regret that I cannot print your papers for you, even if you e-mail them to me.

Turnitin.com

Plagiarism happens when someone uses the words or phrases or unique ideas of another without giving them proper credit. It can be done on purpose, but most often, it is accidental. Because it is considered both *stealing and cheating*, many college professors react in anger when they see plagiarism.

The good news is that when you post your papers to Canvas, they go through an application called *Turnitin* which can help. It compares your language with that of others online and in print and helps you improve your ability to summarize, paraphrase, and quote accurately. I am more interested in helping you learn to avoid accidental plagiarism than punishing you for it, so you may upload your paper in advance of the deadline to double-check for plagiarism, and then revise and re-load it if necessary.

Week	Schedule for English 1A, Fall 2018 Readings should be completed by the date listed
August 21 23	Introduction / Pew Research Center Report, “The Partisan Divide” “The ‘Other Side’ Is Not Dumb” by Seth Blanda
August 28 30	“Why America Is Self-Segregating” by Danah Boyd “The New Jim Crow” by Michelle Alexander
September 4 6	“Why Rural America Voted for Trump” by Robert Leonard/ <i>Census Day*</i> <i>They Say, I Say</i> Introduction, 1-18 <small>*Students who do not attend and do not communicate with me about missing class will be dropped</small>
September 11 13	<i>They Say, I Say</i> Chapter One, 19-29 <i>They Say, I Say</i> Chapter Two, 28-42
September 18 20	<i>They Say, I Say</i> Chapter Three, 43-52 <i>Easy Writer</i> , 14-36
September 25 27	Essay 1 Workshop (bring hard copy) Essay 1 Due
October 2 4	“Should Everyone Go to College?” by S. Owen and I. Sawhill “Are Too Many People Going to College?” by Charles Murray
October 9 11	“The New Liberal Arts” by Sanford Ungar CQ Researcher: “Student Debt” / Essay 1 Reflection (an in-class, formal writing assignment)
October 16 18	<i>They Say, I Say</i> Chapter Four, 53-66 <i>They Say, I Say</i> Chapter Five, 67-76
October 23 25	<i>They Say, I Say</i> Chapter Six, 77-90 <i>Easy Writer</i> , Critical Thinking and Argument, 35-44
October 30 November 1	Essay 1 Workshop Essay 2 Due
November 6 8	“Is Google Making Us Stupid?” by Nicholas Carr “Smarter Than You Think,” by Clive Thompson
November 13 15	“Google, Democracy, and The Truth about Internet Search” by Carole Cadwalladr <i>Easy Writer</i> , Conducting Research, 178-198 / Essay 2 Reflection (an in-class, formal writing assignment)
November 20 22	THANKSGIVING BREAK

November 27 29	<i>They Say, I Say</i> Chapter Seven, 91-100 <i>They Say, I Say</i> Chapter Eight, 101-116
December 4 6	Essay 3 Draft Workshop <i>They Say, I Say</i> Chapter Ten, 131-140
December 13	Essay 3 Due / Evaluation Activity

This syllabus and schedule are subject to change.