

Syllabus for English 1A – Eureka Campus	
Semester & Year	Fall 2018
Course ID and Section #	045001 Section #5001
Instructor's Name	Robyn Roberson
Day/Time	Wednesday 3:15 – 5:20pm This is a hybrid class requiring BOTH in person meetings Wednesdays 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 204
Number of Credits/Units	4
Contact Information	<i>Office location & hours</i> M library 2-3:00pm W online 10-11:00am
	<i>Email address</i> Robyn-Roberson@redwoods.edu
Textbook Information	<i>Title & Edition</i> Sustainability
	<i>Author</i> Carl G. Herndl
	<i>ISBN</i> 978-0-19-994750-8
	<i>Title & Edition</i> So What: The Writer's Argument, 2 nd edition
	<i>Author</i> Schick and Schubert
	<i>ISBN</i> 978-0-19-029740-4
	<i>Title & Edition</i> A Pocket Style Manual, 7 th edition w/ 2016 MLA update
	<i>Author</i> Hacker and Sommers
	<i>ISBN</i> 978-1-319-08352-6
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 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) Assignments and some texts posted to *Canvas*
- 2) *Sustainability*. Herndl. ISBN 978-0-19-994750-8
- 3) *So What: The Writer's Argument*, 2nd edition. Schick and Schubert. ISBN 978-0-19-029740-4

- 4) *A Pocket Style Manual, 7th edition w/ 2016 MLA update*. Hacker and Sommers. 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) A USB Flash Drive for storing/transporting electronic files and printing on campus
- 8) Adequate funds for printing assignments, readings, and essays when required
- 9) 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 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 one's 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 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 & readings **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 unless it requires immediate discussion.

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. I use Turnitin to verify your work is your own and I follow the academic misconduct code for the College if cheating/plagiarism occurs.

Expectations of This Course and Your Professor:

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 & Quizzes	20%
Activities	20%
Essays	60%

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

Late Work: Turn your work in on time (either posted to Canvas or brought into class) to receive credit. You have one late paper pass and one late homework pass. After using these coupons, late papers will receive a 10% deduction for each day they are late (up to 3 days only), and late homework will not be accepted. If you need to be absent, please arrange for your assignments to be submitted early. The following assignments are never accepted late: writing workshop drafts & peer response letters.

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.

Overall Course Details and Deadlines

Miscellaneous Classroom Policies:

Food – Food is **not** permitted in the classroom. Beverages are allowed **only** if placed on the designated table in the computer lab 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.** If you decide to leave class early, it will be considered ½ an absence; if you leave during independent work time during class, you will receive ½ an absence. If you arrive more than 15 minutes late, you will receive ½ an absence.

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.

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-initiated withdrawal: you may withdraw up until 11/2/2018

The last date to remove yourself from the course and not receive a letter grade is 11/2/2018.

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.

Faculty-initiated drop: Missing Numerous Classes or Numerous Assignments by week 5 or week 8

I assess overall class attendance and participation in week 5 and week 8. If you have missed more than 3 classes **or** 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 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.

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.

**English 1A Analytical Reading and Writing
Proposed Weekly Due Dates**

The Canvas modules include specific weekly schedules and due dates.
The calendar below lists the major assignment due dates for papers and essays.
Schedule subject to change.

On Campus Class Date	New Module	Notes/ Major Assignment Due Dates
8/22	1	Course Introduction
8/29	2	Unit 1: Rhetorical Analysis
9/5	3	Paper 1 – Summary due 9/8
9/12	4	
9/19	5	Essay 1 – Rhetorical Analysis due 9/19

9/26	6	Unit 2: Argument
10/3	7	
10/10	8	
10/17	9	Essay 2 – Argument due
10/24	10	
10/31	11	
11/7	12	Essay 3 – Argument due Unit 3: Proposal
11/14	13	
11/21		Fall Break (11.19 through 11.24)
11/28	14	
12/5	15	Essay 4 – Proposal final due
12/12	16	Final Exam – Group project presentations

Reading/Writing assignments: English 1A

Assignment details are available in Canvas

*This is a fluid document: Due dates and activities are subject to change. These changes will be announced in class.

Module	Wednesday	Saturday	Monday
1: 8/22	<p>Class Introduction</p> <p>Purchase/order <i>Sustainability; So What: The Writer's Argument, 2nd edition; A Pocket Style Manual, 7th edition</i></p>	<p>Wed Handout -- Kunzig "Test-Tube Meat: Have Your Pig and Eat It Too"</p> <p>Discussion 1 (initial post due by 11:59pm)</p> <p>Syllabus Quiz due before 11:59pm (in Canvas)</p> <p><i>So What</i> (SW) 1-20 AND Reading Critically and Reading Strategies Videos plus Quiz due before 11:59pm (in Canvas)</p>	<p>Discussion 1: respond to 2 and reply by 11:59pm</p> <p>Introduction Letter (post to Canvas, 11:59pm)</p>
2: 8/29 Rhet. Analysis	<p><i>Sustainability</i> (S) Leopold's "Thinking Like a Mountain" (12-14)</p> <p>S -- Carson's "The Obligation to Endure" (4-10)</p> <p>Print out and bring in reading assignments (questions in Module 2)</p>	<p>Canvas (C) -- Diamond's "The Last Americans"</p> <p>Discussion 2 (due 11:59pm)</p> <p>Writing Process AND in-text citations videos SW 62-67; 20-35; 47-54 Quiz 2 on above readings and videos due by 11:59pm</p>	<p>Discussion 2: respond to 2 and reply by 11:59pm</p>
3: 9/5	<p>Paper 1 Summary of "The Obligation to Endure" by Carson</p> <p>S -- Leonard's "The Story of Stuff: Electronics" (50-61)</p>	<p>S -- Leonard's "The Story of Stuff: Bottled Water" (62-77)</p> <p>Discussion 3 (due 11:59pm)</p> <p>SW 97-113; 117-120; 123-142 ethos, pathos, logos Quiz in next class</p>	<p>Discussion 3: respond to 2 and reply by 11:59pm</p>
4: 9/12	<p>C -- Spurlock's "Do You Want Lies with That?" and Huber's "How Cities Green the Planet"</p> <p>Essay 1 packet – Rhetorical Analysis assignment (in Canvas)</p>	<p>S -- Schwartz's "How Not to Make Energy Decisions" (283-287) AND Kempton's "The Offshore Power Debate" (288-295)</p> <p>Discussion 4 (due 11:59pm)</p> <p>SW 55-62</p>	<p>Discussion 4: respond to 2 and reply by 11:59pm</p>
5: 9/19	<p>Write (print): Essay 1 – Rhetorical Analysis draft due for Peer Review – bring in 2 copies.</p> <p>C -- Pollan's "Wendell Berry's Wisdom"</p> <p>Response written in class</p>	<p>S -- Montgomery's "Good Old Dirt" (309 – 316)</p> <p>Discussion 5 (due 11:59pm)</p> <p>SW 37-47 Quiz 3 on SW selecting sources due by 11:59pm</p>	<p>Discussion 5: respond to 2 and reply by 11:59pm</p>
6: 9/26 Argument	<p>S -- Steingraber's "The Case for Gardening as a Means to Curb Climate Change" (320-323)</p> <p>Response written in class</p> <p>Essay 1 final due</p> <p>SW 69-98 prep for quiz in class</p>	<p>S -- Charles's "Putting Farmland on a Fertilizer Diet" (328-330) AND "About Hypoxia" (331-336)</p> <p>Discussion 6 (due 11:59pm)</p> <p>Quiz 4 on SW 69-98 due by 11:59pm</p>	<p>Discussion 6: respond to 2 and reply by 11:59pm</p>
7: 10/3	<p>S -- Barnett's "The Illusion of Water Abundance" (337 – 346)</p>	<p>S -- "Food: A Different View of the Food Chain" (115-117) AND Epstein's "Food Security and Climate Change" (147-151)</p>	<p>Discussion 7: respond to 2 and</p>

	C – Rhetorical Response assignment Response written in class	Rhetorical Response #1 for Epstein Discussion 7 (due 11:59pm) SW Chapter 8 Quiz due by 11:59pm	reply by 11:59pm
8: 10/10	S – Stiffler’s “All You Need to Know About Storm Water Runoff” (353-361) Essay 2 draft due	S – Kolbert’s “The Darkening Sea” (362-374) Discussion 8 (due 11:59pm)	Discussion 8: respond to 2 and reply by 11:59pm
9: 10/17	S – Whitman’s “Genetically Modified Foods: Harmful or Helpful” (140-146) RR #2 Essay 2 final due	S – Cole and Foster’s “We Speak for Ourselves” (88-97) Discussion 9 (due 11:59pm)	Discussion 9: respond to 2 and reply by 11:59pm
10: 10/24	C – Barlett and Steele’s “Monsanto’s Harvest of Fear” RR # 3	SW Chapter 10 Discussion 10	Discussion 10: respond to 2 and reply by 11:59pm
11: 10/31	S – Shiva’s “Food for Cars” RR #4 (262-272) Essay 3 draft due	S – Pollan’s “The Genius of the Place” (132-139) RR#5 Discussion 11	Discussion 11: respond to 2 and reply by 11:59pm
12: 11/7 Proposal	C – Foley’s “Can We Feed the World and Sustain the Planet?” 297-305 Essay 3 final due	C – Williams’s “The Clan of One-Breasted Women” (122 – 129) RR # 6 Discussion 12	Discussion 12: respond to 2 and reply by 11:59pm
13: 11/14 No class mtg.	No class – Research Day	Discussion 13	Discussion 13: respond to 2 and reply by 11:59pm
14: 11/28	S – Lozanova’s “Starbucks Coffee: Green or Greenwashed?” (121 – 125) Essay 4 – Proposal draft due	Discussion 14	Discussion 14: respond to 2 and reply by 11:59pm
15: 12/5	In-class reading + discussion Work on Project Essay 4 – Proposal final due	Discussion 15	Discussion 15: respond to 2 and reply by 11:59pm
16: 12/12	Group Presentation		