

<b>Syllabus for English 1A – Klamath Trinity Instructional Site</b>		
<b>Semester &amp; Year</b>	Fall 2018	
<b>Course ID and Section #</b>	English 1A-K5009	
<b>Instructor's Name</b>	Dr. Sean Thomas	
<b>Day/Time</b>	MW 3:40-5:45	
<b>Location</b>	HTEC—Klamath Trinity, Room 1	
<b>Number of Credits/Units</b>	4.0	
<b>Contact Information</b>	<i>Office location</i>	Science 216-I, Eureka Campus
	<i>Office hours</i>	Tuesday and Thursday, 1-2
	<i>Phone number</i>	(707) 476-4324
	<i>Email address</i>	sean-thomas@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	<i>Monsters: A Bedford Spotlight Reader</i>
	<i>Author</i>	Andrew J. Hoffman
	<i>ISBN</i>	978-1-4576-9030-3
<b>Course Description</b>		
<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>		
<b>Student Learning Outcomes</b>		
<ol style="list-style-type: none"> <li>1. Analyze argumentative claims.</li> <li>2. Respond to arguments with persuasive critical essays.</li> <li>3. Locate, synthesize, and document sources for use in response to arguments.</li> </ol>		
<b>Special Accommodations</b>		
<p>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 <a href="#">Disabled Students Programs and Services</a>. Students may make requests for alternative media by contacting DSPS at 530-625-4821 Ext 23.</p>		
<b>Academic Support</b>		
<p>Academic support is available at <a href="#">Counseling and Advising</a> and includes academic advising and educational planning, <a href="#">Academic Support Center</a> for tutoring and proctored tests, and <a href="#">Extended Opportunity Programs &amp; Services</a>, for eligible students, with advising, assistance, tutoring, and more. Contact the CR KT Office for specific information at (530) 625-4821.</p>		

## **Syllabus for English 1A – Klamath Trinity Instructional Site**

### **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 Klamath Trinity Instructional Site:**

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
  - a. Dial 911, to notify local agency support such as law enforcement or fire services.
  - b. If safe to do so, notify key administrators, departments, and personnel.
  - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
  - d. Contact Jolene Gates 530-625-4821 to notify of situation.
  - e. Contact Hoopa Tribal Education Administration office 530-625-4413

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- f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
  - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
  - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
  - c. Close all window curtains.
  - d. Get all inside to safe location Kitchen area is best internal location.
  - e. If a police officer or higher official arrives, they will assume command..
  - f. Wait until notice of all is clear before unlocking doors.
  - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
  - h. Do not leave site, unless it has been deemed safe by the person in command.

*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.*

### **Other Important Information**

#### **Participation**

Your participation in this class is essential to your success because active learning and conversation are required for developing your analytical reading and writing abilities. Plus, my teaching philosophy seeks to build our course upon the foundation of student-generated content as much as possible. This means that although I have selected our general course theme and textbooks, your interactions with the material and with me and one another will mostly determine what happens in this class this semester. In other words, we won't have much of a class without everyone's constant and engaged participation, so please know up front that I operate from the perspective that we all will contribute to the success of this class.

The material we address will often be controversial, politically and emotionally charged, and deeply relevant to each one of us. Therefore, from time to time it might be challenging for us to realize that others will have entirely different points of view that, although different from our own, will be based on entirely reasonable interpretations of the same facts that we are looking at. This core challenge of academic discourse is also its most precious quality. Mature, reasoned dialog about the same material involving multiple informed and thoughtful

perspectives is the essence of the academic learning community. In other words, in all our work together, our goal is to maintain an inclusive, safe space that honors the value and dignity of our individual life histories, perspectives, and intellectual work. Ultimately, the main reason I value participation so much in teaching English is that the classroom can become a laboratory in which we can all practice how to build a better, more inclusive world together.

### **Course Objectives**

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.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

### **Attendance and timeliness**

Regular, on-time attendance in any college class is extremely important for student success. In fact, the most important thing you can do as a student is simply just showing up to class and being prepared to get to work. For that reason, please know that I would like you to be in class and to show up on time every day. If you do happen to have excessive absences, and that is basically more than four unexcused absences for the entire semester, I have the right to drop you from the class. Also, an instructor can penalize students for chronic or excessive tardiness, and I reserve the right to mark you as partially absent if you are frequently late to class.

All work is due on the date specified on the syllabus or assignment sheet. If you are absent from class on the due date, late papers will be accepted without penalty only if the absence is excused. Likewise, missed quizzes, tests, and in-class assignments may be made up only if the absence is excused or due to an emergency. Excused absences require written medical, legal, or athletic documentation.

In the event that you do miss class, you are responsible for checking with your classmates to determine what concepts, issues and material we discussed during your absence. Please note that a significant proportion of the course content will only be available in class lectures, presentation and discussions, and that your knowledge of this material will be assessed throughout the semester.

### **Extra Credit**

I allow students to revise essays after they have been graded, and I will adjust the scores based

upon specific changes that reflect consideration of my comments or any other key writing, research, or argument elements. That is the best I can offer in terms of extra credit.

### **Turnitin.com**

I require all English students to submit their essays to Turnitin.com, which scans them for previously written or published material. Please note that I will review all apparent cases of academic dishonesty with the student and, if necessary, the appropriate administrative officials. Using another person's written work or ideas without proper attribution will result in a failing grade on the assignment and, possibly, an F in the course and academic probation.

### **Primary graded assignments and grade distribution**

1. Eight one-page critical analysis papers (20%)
2. Two four page papers (20%)
3. One eight page paper (20%)
4. Timed writing exercises (10%)
5. Participation in class discussions and activities (20%)
6. Portfolio (10%)

#### **Week One**

August 20: Introductions and explanation of course requirements

August 22: Why monsters?

#### **Week Two**

August 27: Read *Monsters*, pp. 1-40

August 29: Read *Monsters*, pp. 40-60

Due: Critical Analysis #1

#### **Week Three**

September 5: Read *Monsters*, pp. 61-68

Begin Essay #1

#### **Week Four**

September 10: Read *Monsters*, pp. 69-79

September 12: Read *Monsters*, pp. 80-98

Due: Critical Analysis #2

### **Week Five**

September 17: Read *Monsters*, pp. 99-104

September 19: Read *Monsters*, pp. 105-126

Essay #1 due

### **Week Six**

September 24: Read *Monsters*, pp. 127-139

September 26: Read *Monsters*, pp. 140-155

Due: Critical Analysis #3

### **Week Seven**

October 1: Read *Monsters*, pp. 156-175

October 3: Read *Monsters*, pp. 176-186

Due: Critical Analysis #4

Begin Essay #2

### **Week Eight**

October 8: Read *Monsters*, pp. 187-201

October 10: Read *Monsters*, pp. 202-220

Due: Critical Analysis #5

### **Week Nine**

October 15: Read *Monsters*, pp. 221-231

October 17: Read *Monsters*, pp. 232-256

Due: Critical Analysis #6

### **Week Ten**

October 22: Read *Monsters*, pp. 257-265

October 24: Read *Monsters*, pp. 266-274

Essay #2 due

### **Week Eleven**

October 29: Writing workshop

October 31: Writing workshop

### **Week Twelve**

November 5: Read *Monsters*, pp. 275-288

November 7: Read *Monsters*, pp. 289-299

Due: Critical Analysis #7

### **Week Thirteen**

November 14: Read *Monsters*, pp. 300-322

Due: Critical Analysis #8

### **Week Fourteen**

November 26: Writing Workshop/Conferences

November 28: Writing Workshop/Conferences

Essay #3 due

### **Week Fifteen**

December 3: Writing Workshop/Conferences

December 5: Writing Workshop/Conferences

### **Finals Week**

December 10:

**\*\*Please note that this schedule is subject to change at the instructor's discretion**