

Syllabus for ENGL-1L– Del Norte Education Center		
Semester & Year	Fall 2018	
Course ID and Section #	ENGL 1L-D6323	
Instructor's Name	Professor Ruth Rhodes	
Day/Time	TH 11:15am-12:40pm	
Location	TBA	
Number of Credits/Units	.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>	<p>Required textbooks for this class are the same as they are for our English 1A class:</p> <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 lab providing additional support and practice in reading, writing, and critical thinking skills. ENGL 1A students come together in a "cohort" or learning group, led by the instructor of record of their ENGL 1A class.</p>		
<p>Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. 1. Identify and practice reading, writing, researching, and critical thinking strategies to support ENGL 1A work. 		
<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</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 lab. English Department policy is that your instructor can drop you from the roster if you miss more than two weeks (total) of lab before Week 11. *If you're worried about attendance, talk to me.*

Primary Focus

The lab is dedicated to class discussion and group activities.

Habits of Mind

The habits of mind required for this class are the same for English 1A:

1. Arrive on time.
2. Attend regularly.
3. Be prepared.
4. Engage.

Grades

This is a pass/fail class. Students receive up to 10 points in each lab for participating and engaging in group discussions and activities. Grades will be updated weekly.

Check your progress on our class's *Canvas* site. Please let me know immediately if you see an error on my part.

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

Week	Schedule for English 1A, Fall 2018 Readings should be completed by the date listed
August 23	"The 'Other Side' Is Not Dumb" by Seth Blanda
August 30	"Why America Is Self-Segregating" by Danah Boyd "The New Jim Crow" by Michelle Alexander
September 6	"Why Rural America Voted for Trump" by Robert Leonard / Census Day* <i>They Say, I Say</i> Introduction, 1-18 *Students who do not attend today or communicate with me about missing class will be dropped
September 13	<i>They Say, I Say</i> Chapter One, 19-29 <i>They Say, I Say</i> Chapter Two, 28-42
September 20	<i>They Say, I Say</i> Chapter Three, 43-52 <i>Easy Writer</i> , 14-36
September 27	Essay 1 Workshop (bring hard copy)
October 4	"Should Everyone Go to College" by S. Owen and I. Sawhill "Are Too Many People Going to College?" by Charles Murray
October 11	"The New Liberal Arts" by Sanford Ungar "Two Years are Better Than Four" by Liz Addison / Essay 1 Reflection (an in-class, formal writing assignment)
October 18	<i>They Say, I Say</i> Chapter Four, 53-66 <i>They Say, I Say</i> Chapter Five, 67-76
October 25	<i>They Say, I Say</i> Chapter Six, 77-90 <i>Easy Writer</i> , Critical Thinking and Argument, 35-44
November 1	Essay 1 Workshop
November 8	"Is Google Making Us Stupid?" by Nicholas Carr "Smarter Than You Think," by Clive Thompson
November 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 15	THANKSGIVING BREAK

November 29	<i>They Say, I Say</i> Chapter Seven, 91-100 <i>They Say, I Say</i> Chapter Eight, 1001-116
December 6	Essay 3 Draft Workshop <i>They Say, I Say</i> Chapter Ten, 131-140
December 10	Essay 3 / Evaluation Activity

Please note that the syllabus and schedule are subject to change.