

Syllabus for English 1A– Del Norte Education Center

Semester & Year	Spring 2019	
Course ID and Section #	English 1A-D6890	
Instructor’s Name	Professor Ruth Rhodes	
Day/Time	Class: M/W 8:30-10:35	
Location	DM 34	
Number of Credits/Units	4	
Contact Information	<i>Office location</i>	E7 in the “Faculty Club House”
	<i>Office hours</i>	Thursday, 10:30-11:30 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 style="text-align: center;">Please buy the correct editions / versions.</p> <p style="text-align: center;">I recommend buying rather than renting so you can highlight and write in your books.</p> <p style="text-align: center;">Please do NOT buy e-books for this class.</p>
<p><i>“Education is not the learning of facts but the training of the mind to think,”</i> <i>-Albert Einstein</i></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: <https://www.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies#>. 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: <https://www.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies#>. 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 additional information, such as office phone, home phone, cell phone, and personal email. Please use

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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.

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.

Additional Emergency Procedure Notes from Professor Rhodes:

*Our evacuation point for DM 34 in the case of a fire or natural disaster is in **the 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? College of the Redwoods is structurally, geographically and statistically SAFER than nearly any other place you might be in Del Norte County, including your own home. Being prepared should not mean being afraid.

Safe Spaces? Academic classrooms have long been known as productive places to critically discuss and exchange ideas, values, and beliefs, holding them up to the light of reason. We will treat each other with civility and respect one another’s personhood in accordance with the Code of Conduct, and I will be responsible for supporting that kind of environment. In that sense, please feel safe in our classroom. Beyond that, understand that your ideas, values, and beliefs may be challenged in this class—in fact, *ought* to be challenged as part of the learning process. Readings, lecture materials, and comments by other students, guest speakers, and even the professor may challenge ideas you hold deeply. As people in pursuit of education, we all must constantly examine and reexamine those things we hold as true and right and good; it is part of the critical thinking process. Expect to be introduced to new ways of seeing things in this class and in life, in general.

Attendance

Please attend all sessions of each class. As per English Department policy, your instructor can drop you from the roster if you miss more than two weeks (total) of class before Week 11.

Materials

In addition to your textbooks, please have a notebook to class for critical reading notes and class notes. You will need your textbooks and notebook *every* class.

Classroom Expectations

- Be on time
- Silence your cell phone and put it away during class. Allow yourself to bring your full attention to lectures, discussions, and activities. Laptops should be used only with advanced permission.
- Participate fully—it’s more interesting that way, and you’re more likely to do better in the class if you’re intellectually involved. **Step up** if only a few people are asking questions or contributing to the discussion. We always need new voices. **Step back** if you’ve made a number of comments already. Create a space for others to join in. It’s okay if we have to wait for new people to chime in.

- Listen to whoever is talking. Give them your complete attention. Avoid side conversations.
- When working in groups, take a moment to be social in the beginning, but then focus on the task, and stay with it. Don't undermine the group's energy.
- If you need to excuse yourself, change seats, move to standing or stretch, please do so. You have freedom of movement here. Your freedom, however, should not infringe on the ability of others to focus, so if you need move, do so with minimal interruption.

Primary Focus

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

Bridging Differences

The Choice to Go to College

Modern Technology and Its Effects on the Brain

A companion lab, **English 1-L**, is available immediately following each class. We meet for 45 minutes to review key concepts raised in class, practice skills we've been learning, and address students' individual needs. It is recommended for anyone interested in extra support. It is NOT a typical writing lab in which you work quietly and independently. Most of the lab is dedicated to class discussion and group activities. Please consider signing up if you think the format will benefit you.

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%)

Pre and Post Writing Activities	30%
Essay 1: 1000+ words / Argumentative Essay	20%
Essay 2: 1500+ words / Argumentative Synthesis	20%
Essay 3: 2000+ words / Argumentative Synthesis	30%

Pre and Post Writing Activities (30% of course grade)

This category is a catch-all for the work you will do to prepare to write essays and to learn from feedback. If you do the activities as assigned, you earn full credit. Activities include taking critical notes on your reading assignments to prepare for class discussions, essay "maps" or outlines, synthesis activities, and other pre-writing work. After you get your essays back, you will also write reflections in response to the comments I made and how you felt about your feedback. These reflections give you a chance to be thoughtful about the feedback you received so you can continue to improve.

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 will be graded as either High Pass (95%), Pass (75%), or Not Yet Passing (50%).

Rewrites: Students who don't earn a passing grade on the first two essays may revise them within one week of getting them back. Grades will never go down with a revision, although they may not go up if they are not sufficiently revised. With a rewrite, you can earn up to 30/40 (75%).

Late papers: Essays *can* be turned in late (up to a week) without penalty, but students who turn in late papers are not eligible for a rewrite.

Submitting essays: All essays must be uploaded to the Canvas website by the deadline. Upload Word, Works, or .pdf files. If you use Google Docs, you must first save the file as a .pdf. I won't be able to access or comment on your file if you just send a link.

Accessing comments: I will comment extensively on your essays electronically, directly on the document itself. Seeing these comments requires you to click on the assignment in the grades or assignment section, click VIEW FEEDBACK and then click the FULL SCREEN feature in the far right. My comments will appear in boxes on the right-hand side.

Please note:

- There is **no extra credit** in this class.
- Late work **cannot be made up** after the assignment closes on Canvas.
- This syllabus and schedule are **subject to change**.

Week	Date	Schedule / Topics / Readings
1	Jan 21 Jan 23	MLK Day--No Class Introduction to Class and first theme: Bridging Differences / The Usual Suspects: Grammar and Mechanics <ul style="list-style-type: none"> • Class syllabus • Sample Paper • “The Top Twenty,” <i>EW</i>, 1-11
2	Jan 28 Jan 30	Critical Reading <ul style="list-style-type: none"> • “The Partisan Divide” (Handout) • “Analyzing and Reading Critically & Arguments,” <i>EW</i>, 42-54 Critical Writing <ul style="list-style-type: none"> • “The ‘Other Side’ Is Not Dumb” <i>TSIS</i>, 212-217 • “Writing Processes,” <i>EW</i>, 14-37
3	Feb 4 Feb 6	‘They Say, I Say’ Introduction <ul style="list-style-type: none"> • Introduction and Chapter One, <i>TSIS</i>, 1-29 Critical Reading <ul style="list-style-type: none"> • “Why America Is Self-Segregating,” <i>TSIS</i>, 219-229
4	Feb 11 Feb 13	Critical Reading <ul style="list-style-type: none"> • “The New Jim Crow,” <i>TSIS</i>, 230-249 Critical Reading <ul style="list-style-type: none"> • “Why Rural America Voted for Trump” <i>TSIS</i>, 279-284
5	Feb 18 Feb 20	President’s Day – No Class The Art of Summarizing and Quoting <ul style="list-style-type: none"> • Chapters Two and Three, <i>TSIS</i>, 30-52
6	Feb 25 Feb 27	Essay 1 Workshop /Bring a hard copy of your draft to class Introduction to the next theme: “Is College the Best Option”? <ul style="list-style-type: none"> • Essay 1 Due
7	March 4 March 6	Critical Reading <ul style="list-style-type: none"> • “Should Everyone Go to College?” <i>TSIS</i>, 318-334 Critical Reading, Language <ul style="list-style-type: none"> • “The New Liberal Arts,” <i>TSIS</i>, 336-342 • “Language,” <i>EW</i>, 102-116
8	March 11 March 13	Critical Reading <ul style="list-style-type: none"> • “Are Too Many People Going to College?” <i>TSIS</i>, 344-363 Research <ul style="list-style-type: none"> • “Conducting Research,” <i>EW</i>, 72-98 • Essay 1 Reflection Due
March 18-23 Spring Break – No Class		

9	March 25 27	Instructor's Personal Day – No Class Individual Conference Sign-ups
10	April 1 April 3	Three Ways to Respond <ul style="list-style-type: none"> • <i>Chapter Four, TSIS, 53-66</i> Distinguishing What You Say from What They Say <ul style="list-style-type: none"> • <i>Chapter Five, TSIS, 67-76</i>
11	April 8 April 10	Planting a Naysayer in Your Text <ul style="list-style-type: none"> • <i>Chapter Six, TSIS, 77-90</i> Essay 2 Workshop / Bring a hard copy of your draft to class
12	April 15 April 17	Introduction to the final theme: "The Challenges of Technology" <ul style="list-style-type: none"> • Essay 1 Due Critical Reading <ul style="list-style-type: none"> • "Is Google Making Us Stupid?" <i>TSIS, 424-439</i>
13	April 22 April 24	Critical Reading <ul style="list-style-type: none"> • "Smarter Than You Think," <i>TSIS, 441-461</i> Critical Reading <ul style="list-style-type: none"> • "Google, Democracy, and The Truth" <i>TSIS, 480-498</i>
14	April 29 May 1	Saying Why it Matters <ul style="list-style-type: none"> • <i>Chapter Seven, TSIS, 91-100</i> Connecting the Parts <ul style="list-style-type: none"> • <i>Chapter Eight, TSIS, 101-116</i> • Essay 2 Reflection Due
15	May 6 May 8	TLC Conferences for the Truly Desperate and Anxious Essay 3 Workshop / Bring a hard copy of your draft to class
16	May 13	Essay 3 Due / Evaluation Activity