

Syllabus for ENGL-1A – College of the Redwoods at Pelican Bay

SYLLABUS COVER SHEET

Semester & Year	Spring 2019		
Course ID & Section #	Course ID: 047920 / Section: D7920		
Instructor's Name	Ashley Knowlton		
Day/Time	Tuesday and Thursday / 5:00PM – 7:05PM		
Location	Pelican Bay – D Yard		
Number of Credits/Units	4		
Contact Information	<i>Office location</i>	At Pelican Bay: D Yard; Room 5 – Near the “control room” or “fishbowl” (I apologize, I’m not sure what the technical term is for that location).	
	<i>Office hours</i>	At Pelican Bay: T/TH from 3:45PM – 4:15PM.	
	<i>Phone number</i>	707-465-2327	
	<i>Email address</i>	ashley-knowlton@redwoods.edu	
Textbook Information	<i>Title & Edition</i>	<i>They Say I Say: The Moves that Matter in Academic Writing</i>	<i>The Coddling of the American Mind: How Good Intentions and Bad Ideas Are Setting Up a Generation for Failure</i>
	<i>Author</i>	Gerald Graff and Cathy Birkenstein	Greg Lukianoff and Jonathan Haidt
	<i>ISBN</i>	9780393631678	9780735224896
Course Description			
<p>This is an introductory course that offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation.</p>			
Student Learning Outcomes			
<ol style="list-style-type: none"> 1. Demonstrate the capacity to read, analyze and evaluate non-fiction texts in support of academic inquiry and argumentation. 2. Utilize flexible strategies for writing expository and argumentative college-level essays. 3. Incorporate primary and secondary sources into essays using appropriate documentation format. 			

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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 707-465-2352.

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.

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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 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.



Some of the above information is not relevant to our satellite campus, but it was a required component of this document.

ADDITIONAL COURSE INFORMATION

GE Fulfillment Rationale

The course is an introduction to critical and analytical reading and thus relies upon the very broadest and most general kinds of knowledge and argument relevant to a civil society and multiple academic discourse communities. Additionally, the kinds of reading and research topics students might focus on have already been established as ranging from environmental issues, issues of human psychology, political science, anthropology, cultural studies and history. English 1A must by definition be fundamentally broad and general in order to introduce students to academic discourse.

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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/in-class essays 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, usage, or punctuation.

Additional Lab Component for Support

Our course's companion lab, **English 1-L**, is available right after class. It is NOT a typical writing lab in which you work independently; it is a very integrated component of 1A. Most of the lab is dedicated to class discussion and group activities. It's intended purpose is to give you more time and support to fully digest / engage with course material.

Ultimately, this lab is designed to help students succeed at the college-level. Through intensive and frequent instructor feedback and practice, students will learn to use a recursive writing process to produce college-level essays in English 1A. Students will learn effective strategies for comprehending and thinking critically about complex readings. Students will also practice assessing their own processes and learn how to utilize academic strategies for success.

****See 1L Syllabus for more information****

Statement of Teaching Philosophy & Philosophy of Learning

Welcome to English 1A and 1L! I feel that that education is fundamental to a healthy and full life. Anyone who wants to learn should have access to a high quality education. Additionally, I think that even in the face of the most difficult learning challenges, learning should be fun and interesting. However, even if it's not thought of as "fun" at first, practicing and responding to feedback are essential to developing the skills needed to succeed in college. I designed this course to give us the chance to practice reading, writing, and thinking in an environment that is welcoming as well as rigorous.

All students have something to bring to the table in course discussions. While it is commonly understood that students draw from their teachers' knowledge, I believe that students benefit as much or more from reading, writing, and thinking with each other as well. As result, we

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will spend a great deal of time in class working in small groups, and I expect for the classroom to be a safe place to explore new ideas, and develop creative and new strategies for reading and responding to texts.

My goal is that you will be engaged, and that the course contains material that is relevant to you as an individual as well as thought-provoking or, in some instances, even challenging. I hope that you will complete the course with increased confidence in your ability to express your ideas through writing, and increased competence that will help you to be successful in future courses. Moreover, I know that learning happens by making mistakes, and we wish to help create a safe, supportive learning environment that encourages creative risk taking – developing grit and perseverance in essential for this and future courses.

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 might begin with a graded activity – you can't make it up if you are late or absent. I want to make sure those who arrived on time, as well as myself, are not distracted.
2. **Attend regularly.** I realize that given the environment, there may be days where you just cannot come to class – given that there might be recalls, lockdowns, delays etc. However, if you know that you will NOT be able to make it to class on a specific day, please try to let me know ahead of time – you can speak to me directly, ask a peer from class to notify me, or you can ask another friend to notify me. In the event that you cannot come to class, for whatever reason, you will still be expected to catch up and turn in the out-of-class assignments (refer to the course schedule at the end of the syllabus).
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 – this is incredibly important so that we can both be on the same page about grades and progress.
4. **Engage.** Show respect and appreciation for the learning process and for everyone present by:
 - a. Listening, responding, and asking questions.
 - b. Avoid side-conversations.
 - c. If you need to leave class, you don't need to ask permission. Just do so quietly.
 - d. Pay attention to the dynamics in the room and practice step up/step back techniques during discussions.
 - e. Step up if you find that you rarely make a contribution in class and need to do your part.
 - f. Step back if you find that you often do most of the talking. Make room for others to participate.

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Course Norms and “House Rules”

[Intentionally Blank for DAY-ONE Activity]

1.

2.

3.

4.

5.

Primary Focus

You will be assigned diverse readings each week which you will take notes on, write about and discuss in class. I will provide various supplemental texts, in addition to our course texts – *They Say I Say* and *The Coddling of the American Mind*.

Our readings will be cover these topics or themes:

1. What an “academic genre” is and what it means to contribute to scholarly conversations.
2. Exploring mental health and social dynamics, with a specific emphasis on student communities.
3. Exploring both historical and recent ideological trends among college campuses and student populations.
4. Exploring ideological conflict and bureaucratic or political influence.

At times, this content will lend themselves to scholarly conversations about discrimination, prejudice, politics, gender dynamics, race, psychology and mental health, parenthood and child development, etc. Although there are many potential topics, this all revolves around us trying to investigate what it means to be a critical and mindful college student, currently, in the United States of America.

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It is my goal is that these topics and themes will allow you to continue to develop your student identity and consider what you want your education and educational experiences to look like.

COURSE ASSIGNMENTS AND GRADING

Letter Grade Weight Breakdown

- A (100-90%) – Fulfills all requirements and exceeds expectations.
- B (89-80%) – Fulfills all requirements and meets expectations.
- C (79-70%) – Fulfills most requirements and meets some expectations.
- D (69-60%) – Fulfills some requirements; does not meet expectations.
- F (59-0%) – Not yet. Doesn't fulfill enough requirements and expectations.

Note that ALL assignments will come with a prompt ahead of time, which will outline all requirements and expectations. I also provide rubrics ahead of time – I use rubrics to assess all essays. I prefer to be transparent about my expectations.

Graded assignments will be given a letter grade, determined by a percentage value (shown above).

I will provide you with a midterm progress report (between Week 9 – 11) and a final progress report (Finals Week / Week 17). Please note that the final progress report only reflects your grade at the end of Week 17 – this might NOT include your final essay and, therefore, might not reflect your complete grade. You will be aware of your OVERALL grade in the class approximately 1 – 2 weeks after the course is complete. Outside of these formal progress reports, you can ask me about your grade at any point during the semester.

Graded Assignments this Semester

Reading Responses (15%) – Addresses SLO 1

Consider these homework assignments. Each reading response prompt will be given to you ahead of time as a handout. Responses are typically ONE full page in length [300 Words], unless otherwise stated on the handout. **See *In the Event of a Lockdown, Recall, or Quarantine* section below for more on Reading Responses.**

Reading Quizzes (15%) – Addresses SLO 1

There will be 5 reading quizzes. All quizzes are OPEN BOOK and OPEN NOTE – you can use your book and notes to respond to each question. Each quiz typically has 3 – 5 short answer or paragraph-style responses [*quizzes are roughly 1 page or 300 words in length, after **all** responses are completed*]. I use these to not only assess your understanding of the reading material, but to give you a space to practice writing habits and abilities – synthesize, analyze, react to, etc. Some quizzes will be formal, informal, and/or collaborative. I want to assess, but I also want to avoid “standardizing” reading comprehension and applications.

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Essays [Formal Essays AND In-Class Timed Writes] (70%) – Addresses SLO 1, 2 & 3

Each essay will be “thesis-driven” - this means that the essay has a main argument or claim that the body paragraphs support, prove, or illustrate.

Timed-Write Practice Essay / 2+ Pages [600 Words] (C/NC – 5%)

- a) NOTE: Prompt will be distributed and essay will be written in class.
- b) NOTE: This is just practice, so it's graded as C/NC – Credit or No Credit. Full points if you do it; no points if you don't.
- c) NOTE: The purpose of this assignment is to 1) demonstrate your current writing abilities and habits and 2) get as much feedback as possible to inform your next essay drafting choices.

Formal Essay 1: Thesis-Driven Synthesis [They Say] / 3+ Pages [1000 Words] (10%)

- a) TASK: Write a thesis-driven essay that aims to compare and contrast Greg Lukianoff and Jonathan Haidt's' ideas shown in our course text, *The Coddling of the American Mind*, AND any supplemental text, these are texts I bring in as added material, of your choice. How are the ideas, events, and/or theories different? How are they similar?
- b) NOTE: This essay will ONLY use content and texts seen in Unit 2, shown in the schedule below.
- c) REQUIREMENT: You will need to use *The Coddling of the American Mind* and ONE supplemental text of your choice.
- d) REQUIREMENT: You will need a Works Cited Page at the end of your essay to illustrate what texts you used to support your material.

Formal Essay 2: Thesis-Driven Argument [I Say] / 5+ Pages [1500] (15%)

- a) TASK: Write a thesis-driven essay that gives us YOUR stance on the matter(s) discussed and read about in class. According to the course text, there are 3 Untruths:
 1. Untruth of Fragility: What Doesn't Kill You Makes You Weaker
 2. Untruth of Emotional Reasoning: Always Trust your Feelings
 3. Untruth of Us VS Them: Life is a Battle Between Good and Evil People
- b) NOTE: At this point, we will have read multiple supplemental texts that validate and/or challenge the ideas presented in the above sections. We've heard other perspectives and claims; what's your argument? Do you agree with the reading(s)? Disagree? Agree and Disagree? Neither agree nor disagree? Etc.
- c) REQUIREMENT: Choose ONE of the above untruths to explore.
- d) REQUIREMENT: Use at least 3 texts (*The Coddling of the American Mind* and any supplemental texts provided in Unit 2 and Unit 3) to support your claims and ideas.
- e) REQUIREMENT: You will need a Works Cited Page at the end of your essay to illustrate what texts you used to support your material.

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Formal Essay 3: Thesis-Driven Argumentative Synthesis [They Say, I Say] / 7+ Pages [2000 Words] (20%)

- a) TASK: Write a thesis-driven essay where you explicitly challenge any idea or theory presented in this class. This will NOT be a simple compare and contrast essay with your argument and the author's argument. You will need to carefully craft your rebuttal – be mindful of how you are challenging the idea/theory and why you are challenging the idea/theory.
- b) REQUIREMENT: You will need at least ONE counter argument to your own – spend some time validating or giving credit to the other perspective. Everyone is a scholar in this room and in these texts – *what* is their argument/claim and *why* is their claim possibly reasonable, necessary, important, or at least a meaningful contribution to the larger conversation at hand? By adding a counter argument, you will position yourself as an unbiased and mindful writer.
- c) REQUIREMENT: You will need at least FIVE sources/texts [2 of these HAVE to be from the CR Library, through the request sheet]. These texts are essential to not only support your argument, but to illustrate your opponent's claim in your counter argument(s).
- d) REQUIREMENT: You will need a Works Cited Page at the end of your essay to illustrate what texts you used to support your material.

Timed-Write Midterm Essay / 4+ Pages [1200 Words] (10%)

- a) NOTE: Prompt will be distributed and essay will be written in class

Timed-Write Final: Letter to Future Students / 2+ Pages [600 Words] (10%)

- a) NOTE: Prompt will be distributed prior, you will brainstorm/outline and draft, and the letter's final version will be written in class on the day of the course final (Week 17).

More on Essays:

- Remember to refer to *They Say I Say* for helpful information on writing strategies and advice for our course assignments.
- As shown, 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.
- Formal “out-of-class essays CAN be turned in late if, with an extension, you arrange with me in advance of the deadline with no penalty (this does not apply to Timed-Writes because there are written in class). However, unexcused late essays will lose 10% (a full letter grade) from the intended grade for every full week an essay is late – *for example, hypothetically, if you would have gotten an 90% (A-), but you turned it in a full week late, you will receive an 80% (B-)*. So, ask in advance if you need to turn essays in late. Please note that the late deduction does NOT apply for days/weeks that were impacted by an unexpected institutional issue: recalls, lockdowns, etc.

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- If your first two FORMAL 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.

**** For each essay, even the timed-writes, we will do plenty of prep-work and drafting ahead of time. I know the breakdown might look overwhelming, but with your perseverance, our positive course learning environment, and the support of your peers and instructor, I think you can succeed in this class.****

IN THE EVENT OF A LOCKDOWN, RECALL, OR QUARANTINE

1. Keep up with the work using the provided information and schedule at the end of this syllabus. Depending on how long the lockdown/recall/institutional issue is, we will not have time to push things around, and cutting material out of our course might impact our ability to meet this courses' requirements and goals noted in the course outcomes and objectives. Get into a routine; be persistent and be diligent.
2. I like to provide reading response prompts ahead of time – they are often specific to the reading; however, if there is an institutional issue, I will not be allowed inside, and you will likely not be able to access your reading response homework in a timely manner. To avoid getting behind, I have listed several default questions to respond to in the event that we have an extended period of time where class is cancelled. You only have to respond to ONE [a – e] per response. These should be general enough to respond to ANY of our course texts.
 - a. How did the assigned reading(s) connect with something else we have read this semester? Aim to synthesize – compare and contrast the readings; build the relationship between the readings. To do this, I used to ask myself, “If Author 1 were to have a conversation with Author 2, what might they agree and disagree on? Why?”
 - b. What do you think the reading was about? Locate the main idea – what was the author trying to argue? How do you know this to be true? What supporting details or evidence did they provide to lead you to that main idea or claim?
 - c. Analyze and interpret the information provided. Try to go beyond the main idea – what might the author be suggesting about an aspect of society and/or culture? What is the underlying message or purpose? Why is the author(s) writing about this?
 - d. How does this reading validate and/or challenge your understanding of what it means to be educated? How does this validate or challenge your understanding of what it means to be a successful college student?
 - e. *TBD – As the semester progresses, I'll add more to keep things interesting.*
3. Know that I haven't forgotten about you. Even with longer lockdowns or quarantines, know that I am still keeping up with readings and assignments, I am still communicating with your other instructors so that there's consistency, and I am actively planning/adapting current and future weeks for our course.

TENTATIVE COURSE SCHEDULE

****Separate Attached Document****