

Syllabus for English 1A– Klamath Trinity Instructional Site		
Semester & Year	Spring 2019	
Course ID and Section #	English 1A-K5767	
Instructor's Name	Dr. Sean Thomas	
Day/Time	MW: 3:40-5:45	
Location	HTEC 1	
Number of Credits/Units	4.0	
Contact Information	<i>Office location</i>	Science 216-I
	<i>Office hours</i>	Thursday 2:45-3:45
	<i>Phone number</i>	(707) 476-4324
	<i>Email address</i>	sean-thomas@redwoods.edu
Textbook Information	<i>Title & Edition</i>	<i>Writing about Writing: A College Reader</i> (third edition)
	<i>Author</i>	Elizabeth Wardle and Doug Downs (editors)
	<i>ISBN</i>	978-1-31906231-6
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		
<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. 		
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 530-625-4821 Ext 23.		
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. Contact the CR KT Office for specific information at (530) 625-4821.		
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		

Syllabus for English 1A– Klamath Trinity Instructional Site

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
 - 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.

Syllabus for English 1A– Klamath Trinity Instructional Site

- 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.

Turnitin.com	Please note that in addition to the printed versions, I require electronic submission of all your essays to Canvas and will enable Turnitin.com screening of all papers submitted for credit in this class.
Participation and Attendance	<p>Active participation in-class is required throughout the term. If you are absent, not prepared for, or not engaged in class, your participation grade will suffer.</p> <p>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.</p> <p>If you do miss class, you are responsible for checking with your classmates to determine what concepts, issues and material I 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.</p> <p>Lastly, punctuality is expected of you, and I reserve the right to count lateness against your attendance if that should become an issue.</p>

Classroom Conduct	<p>The content of our reading assignments and class discussions will involve a variety of important and compelling personal and social issues that are inherently mature in their subject matter and that resonate deeply with individuals in our class. Please be aware that this course examines adult human experiences through the lens of academic discourse. Also, please remember to treat your classmates and instructor in a courteous, sensitive, and respectful manner. Any student who violates CR's Code of Student Conduct will be sanctioned in accordance with school guidelines.</p> <p>Please silence electronic devices during class time and refrain from using them in any manner that is not directly related to a class activity.</p>
Course Objectives	<ol style="list-style-type: none"> 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. 8. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
Assignments and Grading	<p>Essay 1: 10% (1,250 words) Essay 2: 10% (1,250 words) Essay 3: 15% (1,500 words) Essay 4: 15% (1,500 words) Timed essays: 15% (750 words x 2) Participation: 20% Reading and writing homework and journal: 15%</p>
Changes and Additions	<p>Please note that your instructor reserves the right – at his sole discretion -- to amend the syllabus, modify the schedule of assignments, and/ or require different or supplementary readings beyond those listed below. Any such changes will be announced in class and on Canvas.</p>

Schedule of Assignments and Activities

(This sequence of topics, readings and assignments is adopted directly from Writing about Writing).

	Weekly Topics	Readings	Due dates
Week One January 23	Welcome to the course		
Week Two January 28 & 30	Introduction to Studying Writing	Introduction to the Conversation Threshold Concepts of Writing Threshold Concepts That Assist Academic Reading and Writing	Homework/Journal as assigned
Week Three February 4 & 6	Cataloging and Comparing Conceptions of Writing	Stuart Greene, "Argument as Conversation: The Role of Inquiry in Writing a Researched Argument" Using This Book	Challenging and Exploring Your Conceptions about Writing due
Week Four February 11 & 13	Introduction to Rhetoric	Chapter 4, Introduction Doug Downs, "Rhetoric: Making Sense of Human Interaction and Meaning-Making."	Homework/Journal as assigned
Week Five February 20	Considering How Texts Move	Jim Ridolfo and Danielle DeVoss, "Composing for Recomposition: Rhetorical Velocity and Delivery."	Homework/Journal as assigned
Week Six February 25 & 27	Invention as Social/Collaboration And Tools in Rhetorical Ecologies	Stacey Pigg, "Coordinating Constant Invention: Social Media's Role in Distributed Work."	Homework/Journal as assigned
Week Seven March 4 & 6	Refining and Developing Analysis/ Considering the Implications	Richard Straub, "Responding – Really Responding – to Other Students' Writing."	Mapping a Rhetorical Ecology Essay due
Week Eight March 11 & 13	Introduction to Discourse Communities	Chapter 3, Introduction. Ann M. Johns, "Discourse Communities and Communities of Practice: Membership, Conflict, and	Homework/Journal as assigned

		Diversity.”	
Week Nine March 25 & 27	Studying Genres	Tony Mirabelli, “The Language and Literacy of Food Service Workers.”	Homework/Journal as assigned
Week Ten April 1 & 3	Moving Between Discourse Communities/Academic Communities	Lucille P. McCarthy, “A Stranger in Strange Lands: A College Student Writing Across the Curriculum.”	Homework/Journal as assigned
Week Eleven April 8 & 10	Presenting Results and Drawing Conclusions	Peer review	Discourse Community Ethnography due
Week Twelve April 15 & 17	Defining and Researching Literacy	Chapter 2, Introduction Deborah Brandt, “Sponsors of Literacy.”	Homework/Journal as assigned
Week Thirteen April 22 & 24	The Changing Nature of Writing	Jeff Grabill et al., “Revisualizing Composition: Mapping the Writing Lives of First-Year College Students.”	Homework/Journal as assigned
Week Fourteen April 29 & May 1	How Prior Experiences Shape Literacy Practices	Liane Robertson, Kara Taczak, and Kathleen Blake Yancey, “Notes Toward a Theory of Prior Knowledge.”	Homework/Journal as assigned
Week Fifteen May 6 & 8	Why Researching Literacy Matters	Arturo E. Tajada, Jr, et al., “Changing Our Labels: Rejecting the Language of Remediation” **Peer Review	Homework/Journal as assigned
Final Exam May 13 3:15-5:15	Group Analysis of Literacy History Due		