

## Syllabus for English 1L– Del Norte Education Center

<b>Semester &amp; Year</b>	Spring 2019	
<b>Course ID and Section #</b>	English 1L-D5777	
<b>Instructor's Name</b>	Professor Ruth Rhodes	
<b>Day/Time</b>	Tuesday / Thursday 1:45PM - 2:35PM	
<b>Locations</b>	DM 2 & DM 36	
<b>Number of Credits/Units</b>	.5	
<b>Contact Information</b>	<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
<b>Textbook Information</b>	<i>Title, Edition, Author, and ISBN #</i>	<ol style="list-style-type: none"> <li>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</li>   <li>2. <i>Easy Writer, 6<sup>th</sup> Edition</i> by Andrea A. Lunsford, Bedford St. Martin's ISBN 978-1-319-05076-4</li> </ol> <p style="text-align: center;"><b>These are the texts required for both English 1A and English 1-L.</b></p>
<p style="font-size: 1.2em;"><i>"None of us is as smart as all of us"</i></p> <p style="font-size: 1.2em;"><i>-Ken Blanchard</i></p> <p><b>Course Description</b>            The ENGL-1A Cohort Lab provides ENGL 1A students additional support for developing their reading, writing, and critical thinking skills. The lab takes place in a group or "cohort" setting and is led by their ENGL-1A instructor of record. Co-requisite labs, now in place in a variety of institutions across the country, have been shown to be effective in improving student progression through the English Sequence and closing the equity gap when it comes to student success.</p>		
<p><b>Student Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Identify and practice reading, writing, researching, and critical thinking strategies to support ENGL 1A work.</li> </ol>		
<p><b>Special Accommodations</b>            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 707-465-2352.</p>		

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### 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 your CR email address as your primary Registration Email. Your CR email address ends with “[redwoods.edu](mailto:redwoods.edu).” Please contact Public Safety, 707-476-4112, [security@redwoods.edu](mailto:security@redwoods.edu), if you have any questions.

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*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**. For DM 2, it is **the front parking lot**. 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 lab. 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, so don't miss more than four labs if you want to stay enrolled.

### Materials

In addition to your English 1A textbooks, please bring a notebook to lab, as well electronic versions of your English 1A work (on a flash drive or through cloud access).

### Lab Expectations

- Be on time
- Silence your cell phone and put it away. Allow yourself to bring your full attention to our lab 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**

English 1L is NOT a typical writing lab in which you work independently. The lab is dedicated to class discussion and group activities to help you be successful in English 1A. The setting is informal and comfortable. While we will often focus on discussing and understanding the readings assigned in English 1A, students will help to direct the energy and focus of the lab itself.

**Grades**

This is a pass/fail lab. You must be present, fully prepared and fully engaged in discussions and activities in order to earn the full 10 point daily participation credit. This means stepping up and stepping back when necessary, having books and materials ready, and staying for the entire lab time.

I will usually let you know verbally if you are present but will not receive full credit, but you can also check your grades on our Canvas webpage.

There is no extra credit in this class, per English Department policy.  
Please note that the syllabus and schedule are subject to change.

Week	Date	Schedule / Topics / Readings
1	Jan 22 Jan 24	Bridging Differences The Usual Suspects: Grammar and Mechanics
2	Jan 29  Jan 31	Critical Reading <ul style="list-style-type: none"> <li>• “The Partisan Divide” (Handout)</li> <li>• “Analyzing and Reading Critically &amp; Arguments,” <i>EW</i>, 42-54</li> </ul> Critical Writing <ul style="list-style-type: none"> <li>• “The ‘Other Side’ Is Not Dumb” <i>TSIS</i>, 212-217</li> <li>• “Writing Processes,” <i>EW</i>, 14-37</li> </ul>
3	Feb 5  Feb 7	‘They Say, I Say’ Introduction <ul style="list-style-type: none"> <li>• Introduction and Chapter One, <i>TSIS</i>, 1-29</li> </ul> Critical Reading <ul style="list-style-type: none"> <li>• “Why America Is Self-Segregating,” <i>TSIS</i>, 219-229</li> </ul>
4	Feb 12  Feb 14	Critical Reading <ul style="list-style-type: none"> <li>• “The New Jim Crow,” <i>TSIS</i>, 230-249</li> </ul> Critical Reading <ul style="list-style-type: none"> <li>• “Why Rural America Voted for Trump” <i>TSIS</i>, 279-284</li> </ul>
5	Feb 19 Feb 20	Instructor’s Personal Day – No Lab The Art of Summarizing and Quoting <ul style="list-style-type: none"> <li>• Chapters Two and Three, <i>TSIS</i>, 30-52</li> </ul>
6	Feb 26 Feb 28	<b>Essay 1 Workshop Continued</b> Introduction to the next theme: “Is College the Best Option?” <ul style="list-style-type: none"> <li>• <b>Essay 1 Due</b></li> </ul>
7	March 5  March 7	Critical Reading <ul style="list-style-type: none"> <li>• “Should Everyone Go to College?” <i>TSIS</i>, 318-334</li> </ul> Critical Reading, Language <ul style="list-style-type: none"> <li>• “The New Liberal Arts,” <i>TSIS</i>, 336-342</li> <li>• “Language,” <i>EW</i>, 102-116</li> </ul>
8	March 12  March 14	Critical Reading <ul style="list-style-type: none"> <li>• “Are Too Many People Going to College?” <i>TSIS</i>, 344-363</li> </ul> Research <ul style="list-style-type: none"> <li>• “Conducting Research,” <i>EW</i>, 72-98</li> <li>• <b>Essay 1 Reflection Due</b></li> </ul>
March 18-23 Spring Break – No Lab		
9	March 26 28	Individual Conferences during lab time Individual Conferences during lab time

10	April 2	Three Ways to Respond <ul style="list-style-type: none"> <li>• <i>Chapter Four, TSIS, 53-66</i></li> </ul>
	April 4	Distinguishing What You Say from What They Say <ul style="list-style-type: none"> <li>• <i>Chapter Five, TSIS, 67-76</i></li> </ul>
11	April 9	Planting a Naysayer in Your Text <ul style="list-style-type: none"> <li>• <i>Chapter Six, TSIS, 77-90</i></li> </ul>
	April 11	<b>Essay 2 Workshop Continued</b>
12	April 16	Introduction to the final theme: “The Challenges of Technology” <ul style="list-style-type: none"> <li>• <b>Essay 1 Due</b></li> </ul>
	April 18	Critical Reading <ul style="list-style-type: none"> <li>• “Is Google Making Us Stupid?” <i>TSIS, 424-439</i></li> </ul>
13	April 23	Critical Reading <ul style="list-style-type: none"> <li>• “Smarter Than You Think,” <i>TSIS, 441-461</i></li> </ul>
	April 25	Critical Reading <ul style="list-style-type: none"> <li>• “Google, Democracy, and The Truth” <i>TSIS, 480-498</i></li> </ul>
14	April 30	Saying Why it Matters <ul style="list-style-type: none"> <li>• <i>Chapter Seven, TSIS, 91-100</i></li> </ul>
	May 2	Connecting the Parts <ul style="list-style-type: none"> <li>• <i>Chapter Eight, TSIS, 101-116</i></li> <li>• <b>Essay 2 Reflection Due</b></li> </ul>
15	May 7	TLC Conferences for the Truly Desperate and Anxious during lab time
	May 9	<b>Essay 3 Workshop Continued</b> / Bring a hard copy of your draft
16	May 14	<b>Essay 3 Due</b> / Evaluation of Lab