

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

SYLLABUS COVER SHEET

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|----------------------------------|--|---|---|
| Semester & Year | Spring 2019 | | |
| Course ID & Section # | Course ID:047921 Section: D7921 | | |
| Instructor's Name | Ashley Knowlton | | |
| Day/Time | Monday and Wednesday / 2:45PM – 3:35PM | | |
| Location | Pelican Bay – A Yard | | |
| Number of Credits/Units | 0.5 | | |
| Contact Information | <i>Office location</i> | At Pelican Bay: A-Yard Room 1 and Room 2 (See hours, below). | |
| | <i>Office hours</i> | At Pelican Bay: BY APPOINTMENT ONLY. I will pass out a sign-up sheet every Monday so that you can sign up for office conferences for ONE of the Saturday options below: <u>STARTING on February 2nd</u> – Saturday. Option 1: 2:30PM – 3:00PM (Room 2) Option 2: 7:00PM – 7:30PM (Room 1) <u>**Note that a Supervised Tutoring course, GUID 205, will be happening at the same time in that room, so please be respectful of their space.</u> If you are ENROLLED in one of these Saturday classes, I have permission from the instructor to pull you aside for brief office time. If you are NOT enrolled in one of those courses already, it's alright; the purpose of the sign-up sheet is to get prior approval for a Saturday meeting.** | |
| | <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 |

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Course Description

A lab providing additional support and practice in reading, writing, and critical thinking skills. English 1A students come together in a "cohort" or learning group, led by the instructor of record of their English 1A class.

Student Learning Outcomes

1. Identify and practice reading, writing, researching, and critical thinking strategies to support English 1A work.

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.

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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 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

Lab Component for English 1-A Support

Our English 1A course's companion lab, **English 1L**, 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.

Statement of Teaching Philosophy & Philosophy of Learning

*****Same as English 1A Syllabus*****

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 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.

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Habits of Mind

****Same as English 1A Syllabus – See 1A Syllabus for Full Descriptions****

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.**
2. **Attend regularly.**
3. **Be prepared.**
4. **Be Engaged with material and discussion.**

Primary Focus

This lab component allows us to extend the time we have in class. We will utilize this time for activities, discussions, essay drafting, additional quiz preparation time, additional timed-write preparation time, etc. Ultimately, it allows me more time to help scaffold or build the material and support active learning; it gives you more time to practice and demonstrate English 1A's course objectives and outcomes.

Our focus for this lab will be:

1. The Drafting Process
2. In Class Independent and Collaborative Activities

COURSE ASSIGNMENTS AND GRADING

Pass/No Pass Grade Weight Breakdown

| | |
|------------------------|--|
| PASS | 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. |
| NOT YET PASSING | 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 Drafting Portfolios. I prefer to be transparent about my expectations.

Graded assignments will be given a PASS (P) or NOT YET PASSING (NP) grade, determined by the typical letter grade and percent values (shown above).

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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 Drafting Portfolio 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

In Class Activities (25%) – Addresses SLO 1

These activities include various independent and collaborative assignments. Generally, these will be minor reading and/or writing activities that relate to class discussions and course materials.

Drafting Portfolios (75%) – Addresses SLO 1

You will participate in various drafting exercises for each formal essay. We have three formal essays this semester, so there will be three portfolios due this semester (25% of your overall grade, each). In these portfolios, you must illustrate your drafting process – how you got from point A (the prompt) to point B (the final essay draft). To accomplish this, your drafting portfolio for each essay will include:

- a) A Brainstorm Draft
- b) An Outline
- c) Peer Review Outline or Draft *WITH* Peer Feedback
- d) A Rough Draft *WITH* Instructor Feedback Letter
- e) Cover Letter – This will be written in class on the day that the essay’s final draft is due; the cover letter will be 1 – 2 pages and it aims to document your process, noting any pitfalls, as well as your successes with the assignment.
- f) Any other documents or class notes that you feel illustrate your process (Optional)

IN THE EVENT OF A LOCKDOWN, RECALL, OR QUARANTINE

****Similar to English 1A Syllabus****

1. Keep up with the work using the provided 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. Get into a routine; be persistent and be diligent.
 - a. In the event of a prolonged institutional lockdown/quarantine, please draft independently – brainstorm, outline, and complete a rough draft. I will do my best to move things around to ensure peer and instructor feedback, but you will not be held responsible for these items in your drafting portfolio IF we are unable to get to them.
2. Know that I haven’t forgotten about you. Even with longer lockdowns and quarantines, know that I am still keeping up with readings and assignments, I am still communicating

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with your other instructors so that there's consistency, and I am actively planning/adapting current and future weeks for our course.

****See Separate Document for Tentative Course Schedule****