

Course Information

Semester & Year:	Fall 2019
Course ID & Section	ENGL-1A-D8624 (048624)
Instructor's name:	Dr. Jana Rivers-Norton
Day/Time or *Online:	MW 12:30 – 2:35pm
Location or *Online:	Del Norte Education Center, DM 34
Number of units:	4

Instructor Contact Information

Office location or *Online:	TBA
Office hours:	M 11:25pm to 12:25pm W 11:45am to 12:15pm and 4:15pm to 4:45pm
Phone number:	707-465-TBA
Email address:	Jana-Rivers-Norton@Redwoods.edu

Required Materials

Textbook Title:	The Bedford Guide for College Writers with Reader, Research Manual, and Handbook
Edition:	11 th edition
Author:	Kennedy, X. J., Kennedy, D. J., and Muth, M. F.
ISBN:	978-1-319-04683-5
Other requirements:	Reading and Writing Log, 3 Ring Binder for handouts and submitting end of term portfolio

Catalog Description

This is an introductory course that offers instruction in expository and argumentative writing, close reading, cogent thinking, research strategies, information literacy, appropriate and effective use of language, and documentation.

Course Student Learning Outcomes (from course outline of record)

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.

Evaluation & Grading Policy

- Grade Standards—
 - A: The highest academic grade possible; a grade which is not automatically given to a student who ranks highest in the course, but is reserved for accomplishment that is truly distinctive and demonstrably outstanding.
 - B: A grade that denotes achievement considerably above acceptable standards and mastery of course materials
 - C: Indicates a satisfactory degree of attainment and is the least acceptable standard for graduation from college or additional studies within the discipline. This grade implies completion of the minimum outcomes identified in the course curriculum.
 - D: Denotes a limited understanding of the subject matter, meeting only the minimum requirement for passing the course. This grade will not transfer to another institution of higher education nor is it acceptable for additional studies within the discipline.

F: Indicates inadequate or unsatisfactory attainment, serious deficiency in understanding of course material, or failure to complete requirements of the course.

ENGL 1-A Writing Rubric:

Possible Points	Mastery = 20 (A)	Exceeds Expectations =15 (B)	Meets Expectations=10 (C)	Needs Improvement=5 (D)	Unacceptable=0 (F)
Thesis Statement and Support	Thesis statement is highly effective and refined showing a high level of critical thinking. All points and paragraphs are related to the thesis.	Thesis statement is effective. And shows the ability to think critically. All points and paragraphs are related to the thesis.	Thesis statement is somewhat effective could use a more focused approach. All paragraphs are related to the stated thesis.	Thesis statement does not reflect critical thinking. Paragraphs are not clearly related to the thesis statement.	Lack of clear thesis statement or thesis is poorly thought out without support or development.
Organization	Essay is clear and logically organized. Reflects careful analysis of audience and rhetorical situation.	Essay is well organized. Reflects consideration of audience and situation does not use most appropriate arrangement.	Essay is adequately organized and reflects a general consideration of audience and situation.	Essay is poorly organized with little to no consideration of audience or situation.	Essay is not arranged logically and does not consider the audience or situation.
Grammar and Mechanics	Essay contains minimal errors if any errors in grammar and mechanics, none which distract from the essay.	Essay contains occasional but fewer than average errors in grammar and mechanics, but none too distracting.	Essay contains some typical patterns of error in grammar and mechanics but does not seriously distract.	Essay contains numerous errors in grammar and mechanics that interferes with understanding.	Essay contains widespread and serious errors in grammar and mechanics that interferes with understanding.
Development	All paragraphs are well developed with evidence, discussion, and credible sources, examples as appropriate.	All paragraphs are well developed with appropriate evidence and discussion.	All paragraphs are satisfactorily developed but essay lacks depth.	Paragraph development is insufficient and incomplete.	Paragraph development is non-existent or lacking.

MLA Formatting	Very few if any errors in formatting and style.	In general formatting is correct but shows a few minor errors.	Formatting is present but shows a repeated pattern of error.	Formatting is attempted but incorrect.	Lack of formatting.
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Please Note: Both Informal and informal writing assignments and prompts will receive points based on the above rubric.

[Prerequisites/co-requisites/ recommended preparation](#)

Placement into English 1A is determined according to the default AB 705 guidelines or the results of the guided self-placement process.

Institutional Policies

[Special accommodations statement \(*required for online classes\)](#)

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 accommodations, please see me or contact [Disability Services and Programs for Students](#). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

[Student Access \(*required for online classes\)](#)

These standards are required by federal regulation. Students will have access to this course that complies with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Course materials will include a text equivalent for all non-text elements; videos will include closed captioning, images will include alt-tags, hyperlinks will use descriptive/meaningful phrases instead of URLs and audio files will include transcripts. All text will be formatted for use with screen readers and all course materials will be understandable without the use of color.

Students who discover access issues with this class should contact the instructor.

[Admissions deadlines & enrollment policies](#)

Fall 2019 Dates

- *Last day to add a class: 8/23/19*
- *Last day to drop without a W and receive a refund:9/6/19*
- *Census date:9/9/19*
- *Last day to petition to graduate or apply for certificate:10/31/19*
- *Last day for student-initiated W (no refund):11/1/19*
- *Last day for faculty initiated W (no refund): 11/1/19*
- *Veteran's Day (all campuses closed):11/11/19*
- *Fall break (no classes):11/25/19 – 11/30/19*
- *Thanksgiving (all campuses closed):11/28/19 – 11/29/19*
- *Final examinations:12/14/19 – 12/20/19*
- *Semester ends:12/20/19*
- *Grades available for transcript release: approximately 1/6/20*

Students who have experienced extenuating circumstances can complete & submit the **Excused Withdrawal Petition** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

Academic dishonesty

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/or exam 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. 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 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; and 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, the student 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. 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](#).

Policies for this Class

Please note: It is the student's responsibility to be aware of and to follow the instructor policies while in the classroom at all times. Failure to do so may severely impact your success and may lead, in some instances, to being dropped from the class at the teacher's discretion.

Classroom Conduct: Mutual honor and respect for peers and teachers alike is expected at all times before, during, and after class. A safe learning environment and confidentiality allow students to take the risks necessary to acquire new skills. It is expected that student and instructor alike will conduct themselves at all times with civility and respect for the views, beliefs, and opinions of others. At no time is it acceptable to demean or lessen the integrity of others regardless of what is shared during face to face or electronic/email exchanges. **Coming in late or leaving early** is also disruptive and should not become a practice or habit. Tardiness shows disrespect for others in the class and does not promote learning. If the student expects to be late or needs to leave early, please use common courtesy. Please make an earnest effort to communicate with the instructor beforehand. **Talking during lectures or when others are communicating** is disrespectful and disruptive and will not be tolerated in an adult college level class. Other disruptive behavior includes but is not limited to the **use of cell phones in class** when they are not used for instructional purposes. Please refrain from the impulse to use or plug in cell phones during class time.

Class participation and Attendance policy

1. It is expected that students will attend each and every class session and complete all assignments on time. A pattern of late arrivals and leaving early will seriously impact your participation and assignment grades. After 3 absences students are required to meet with the instructor or be dropped from the class. After 4 absences students will be automatically dropped from the course at instructor's discretion. **Students are subject to a 25 point reduction in points each and every time they arrive late and or leave early. Two late arrivals or early departures equals 1 absence.** It is also the student's responsibility to find out about missed assignments and

instruction by **asking the instructor and not other students**. It is the instructor's right to decide if missed work can be made up. Any requests for information should be made before or after class and not during class time.

2. **Turnitin.com**—All formal papers written for this class will be submitted to Turnitin.com for verification of sources used. Each student will be required to sign up for a Turnitin.com account and will submit the final drafts of all formal papers when requested by instructor.
3. **Late/Make-up assignments:** Late assignments will be accepted on a case by case basis and are subject to a 25% deduction in points for each week they are late. The instructor reserves the right to review this policy through-out the term.
4. **Electronic Devices:** Unless being used for a specific assignment, all electronic devices such as cell phones, tablets, beepers, pagers, are disruptive and will not be allowed in class. On the first offense students will be warned to put the device away. If the offense is repeated students may be asked to leave the classroom at the discretion of the instructor.

Communication Guidelines

All emails and messages, will be responded to as soon as possible within a 24 hour period M-F. The instructor will not return emails or messages on the weekend. Students are strongly encouraged to attend the posted office hours if assistance is needed. If these posted hours are not convenient, students may request an alternative meeting time if possible. Student privacy rights, including the legal rights of students that prevent information from being disclosed to anyone (including parents/guardians) without the student's prior written consent will be practiced at all times.

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

Emergency procedures / 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 at 707-476-4112 or security@redwoods.edu if you have any questions.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information see the [Redwoods Public Safety Page](#). 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.

In the event of an emergency:

1. Evaluate the impact the emergency on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.

3. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
4. If safe to do so, notify key Klamath-Trinity Instructional Site administrators and personnel.
5. Do not leave site, unless it is necessary to preserve life and/or has been deemed safe by the person in command.
6. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling and Advising](#) offers academic support and includes academic advising and educational planning

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams.
- [Library Services](#) to promote information literacy and provide organized information resources.
- Multicultural & Diversity Center [waiting for hyperlink and Mission]
- Math Lab & Drop-in Writing Center

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821
- The [Honors Program](#) helps students succeed in transferring to a competitive four-year school.

Information About This Class:

Minimum Course Outcomes:

By the end of the course, students will be proficient at:

- College Level Writing Process Strategies (Prewriting, Outlining, Drafting, Revising, Editing)
- Modes of Rhetoric, Study and Practice of the Following Rhetorical Strategies (Descriptive Narrative, Comparison and Contrast, Cause & Effect, Persuasion & Argumentation)
- Research and Formatting Strategies (Works Cited, Annotated Bibliographies, Parenthetical Citations, Use of Library, Internet Research Skills)

- Critical Reading and Analysis (Essays & Sources/Documentation)
- Summarizing, paraphrasing, quoting, and analyzing & integrating evidence from scholarly sources.

Specific Class Information:

Students are required to read all assigned materials, actively participate in all class discussions and exercises, and presentations, and to complete any and all classroom and homework assignments, papers, projects.

Performance measures, conditions and standards. The student will be evaluated on the basis of performance on the following:

Formal Writing Assignments, Rough and Final Drafts:

- Descriptive Paper: Recalling a Person, Place, or Experience
- Compare and Contrast Analysis Paper (Pro vs. Con) of Controversial Issue
- Media Representation Project and Icon Personal Profile Class Writing Assignment
- Argumentative Research Paper on Current Contemporary or Community Issue
- End of Term Portfolio (Consisting of Rough, Revised and Final Drafts)

Collaborative Peer Discussion Groups (oral and written interpretation and analysis of assigned readings).

In class Writing Exercises, Peer Review Checklists and Revision Workshops

GRADING SCALE		GPA	SAMPLE DISTRIBUTION	
A	90 to 100 %	4 1350 to 1500 pts	Descriptive Paper	10%
			Compare & Contrast Paper	15%
B	80 to 89 %	3 1200 to 1349 pts	Collaborative Group Work & In Class Activities	15%
C	70 to 79 %	2 1050 to 1199 pts	Media/Icon Paper	10%
D	60 to 69 %	1 900 to 1049 pts	Argumentative Research Paper	25%
F	0 to 59%	0 750 to 899 pts	End of Term Portfolios	25%

Please note: A separate handout will be provided with detailed instructions for each assignment, exercise and activity. ENG 1-A students are required to submit all formal writing assignments and research papers to turnitin.com for instructor evaluation and grading.

Class Schedule:

The class schedule, examination schedule, and procedures in this class are subject to change according to the flow of work as well as in event of extenuating circumstances.

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Text Chapters & Activities</i>	<i>Assignments/Due Dates</i>
<i>1 M</i>	<i>8/26</i>	<i>Introduction & orientation to the course</i>	<i>Pretest Writing Samples and Exercises, College Success Strategies</i>	<i>Core Values & Mission Statement, Student Introductions</i>
<i>W</i>	<i>8/28</i>	<i>Writing Processes: Planning Drafting & Developing</i>	<i>Chapter 1, PowerPoint Activity & Writing Prompts</i>	<i>Who Do You Most Admire Exercise</i>
<i>2 M</i>	<i>9/02</i>	<i>LABOR DAY</i>	<i>NO CLASS</i>	<i>NO CLASS</i>
<i>W</i>	<i>9/04</i>	<i>Reading Processes: Literal and Analytical Levels</i>	<i>Chapter 2, Reading & Writing Group Work</i>	<i>Julseth & Shermer Essays; Homework: Visual Activity Due on M 9/09, p. 34</i>

3	M	9/09	<i>Critical Thinking Processes: Learning Self Reflection</i>	<i>Chapter 3, Bloom's Taxonomy PP</i>	<i>Learning by Doing: Reflecting on Your College Career, p. 40</i>
	W	9/11	<i>Critical Thinking Contd.</i>	<i>Chapter 3 Critical Thinking Group Work</i>	<i>Source Activity Exercise, p. 43: DM2</i>
4	M	9/16	<i>Descriptive Paper: Recalling a Person, Place or Experience (Handout)</i>	<i>Chapter 4: Responding to an Image, Learning from Other Writers</i>	<i>Read Baker & Schreiner Essays for in-class discussion.</i>
	W	9/18	<i>Learning from Writing</i>	<i>Chapter 4 Contd.</i>	<i>Generating Ideas, Planning Drafting and Developing</i>
5	M	9/23	<i>In-class writing lab</i>	<i>Exercises from Chapter 5 and 6</i>	<i>Drafting & Developing Contd.: DM2</i>
	W	9/25	<i>In-class writing lab</i>	<i>Peer Review Activity</i>	<i>Rough Drafts: DM2</i>
6	M	9/30	<i>Reviewing and Reflecting on Writing</i>	<i>Editing & Revision Workshop, pp. 61-62</i>	<i>Revised Drafts: DM2</i>
	W	10/02	<i>Comparing and Contrasting, Compare & Contrast Analysis Paper (Handout)</i>	<i>Chapter 7, Peer Group Discussion and Writing Prompts, p 115</i>	<i>Vargas and Griffin Essays C & C Tables</i>
7	M	10/07	<i>4 Types of Evidence & Appeals</i>	<i>Chapter 9, pp. 160-171 Evaluating Evidence and Appeals in Documents</i>	<i>Descriptive Paper Final Draft Due</i>
	W	10/09	<i>Intro to Research Groups/Controversial Issues/Seeking Negative Evidence</i>	<i>Chapter 9, Counter Arguments, pp. 163-164</i>	<i>Learning by Doing: Addressing Counter Argument Discussion Prompt</i>
8	M	10/ 14	<i>Great Debate Teams</i>	<i>Debate Research</i>	<i>In Class Research: DM2</i>
	W	10/16	<i>Great Debate Teams</i>	<i>Debate Research</i>	<i>In Class Research: C & C Generating Ideas Workshop: DM2</i>
9	M	10/21	<i>Great Debate Teams</i>	<i>Debate Research</i>	<i>In Class Research: DM2</i>
	W	10/23	<i>Great Debates Begin</i>	<i>Debate Groups 1, 2 Present</i>	<i>Peer Evaluation Activity. DM2</i>

10	M	10/28	Great Debates Contd.	Debate Groups 3, 4 Present	Peer Evaluation Activity, C & C Development & Drafting Workshop: DM2.
	W	10/30	Review of Media Representation Project Part A & B Introduced Responding to Visual Representations/Identity and Icon Writing Assignment (Handout)	Critical Evaluation of Visual, Oral and Written Points & Persuasion Chapter 28: Private and Public Language	Tan & Rodriguez Essays Assigned. Complete Steps 1-5 in class following handout.
11	M	11/04	Part B Personal Icon and Personality Profile Writing Prompts	Chapter 14: Levels of Visual Analysis	Seeing the Big Picture Exercises 1-4; Begin Personality Profile due no later than Wed 11/6
	W	11/06	Cause & Effect Analysis, Taking a Stand, Claim and Thesis Development Argumentative Research Paper Assignment (Handout)	Chapter 8 & 9: Badger and Choi discussion/Causal Chain Exercise, Inductive, Deductive Reasoning Activity	C & C Rough Drafts Due , Revision Workshop: DM2
12	M	11/11	Veteran's Day	No Class	No Class
	W	11/13	Proposing a Solution, supporting a Position with Sources	Chapter 10 & 12, in-class Mini-research plan exercises, Writing Prompt: Rideau and Taylor essays	C & C Final Drafts Due Annotation & Abstract Workshop: DM2
12	M	11/18	In text Citations and Avoiding Plagiarism	Chapters 21 & 22, Generating Ideas, Drafting and Developing Research, You Tube	In Class Writing Lab: DM2
	W	11/20	In Class Research Writing Workshop	The 5c's PP, MLA Style	Annotations & Abstracts Due
13	M	11/25	Fall Break	No Class	No Class
	W	11/27	Fall Break	No Class	No Class

14	M	12/02	<i>In Class Writing Lab</i>	<i>Chapter 23, Editing & Revision exercises</i>	Research Paper Rough Drafts Due, Writing Workshops: DM2
	W	12/04	<i>In Class Writing Lab</i>	<i>Editing & Revision exercises contd.</i>	<i>Writing Workshops: DM2</i>
15	M	12/09	<i>End of Term Portfolio Assignment (Handout)</i>	<i>Cover Letter Workshop</i>	Research Paper Final Drafts Due
	W	12/11	<i>In Class Writing Lab</i>	<i>Higher & Lower Order Concerns</i>	Reading Logs Due
16	M	12/16	<i>Finals Week Schedule TBA</i>	<i>Finals Week Schedule TBA</i>	End of Term Portfolios Due
	W				

