

Course Information

Semester & Year: Fall 2019 / August 27 th – December 20 th
Course ID & Section #: D8973
Instructor's name: Ashley Knowlton
Day/Time: Tuesday and Thursday / 5:00PM – 7:05PM
Location: B-Yard
Number of units: 4

Instructor Contact Information

Office location: CR Del Norte Main Building / B-Yard Classroom
Office hours: <i>TBD</i> (Probably Friday or Saturday during a GUID 205 Course for Additional Support)
Office phone number: (707) 476 – 2327
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Required Materials

Textbook Title: <i>The Coddling of the American Mind: How Good Intentions and Bad Ideas Are Setting Up a Generation for Failure</i>
Edition: N/A
Author: Greg Lukianoff and Jonathan Haidt
ISBN: 9780735224896
Textbook Title: <i>Rereading America: Cultural Contexts for Critical Thinking and Writing</i>
Edition: 11 th
Author: Colombo, Cullen, and Lisle
ISBN: 9781319056360
Textbook Title: <i>They Say I Say: The Moves the Matter in Academic Writing</i>
Edition: 4 th
Author: Gerald Graff and Cathy Birkenstein
ISBN: 9780393631678
Media: Adichie, Chimamanda. "Danger of a Single Story." TEDTalk; Aiyar, Chitra. "How to Build Community when you Feel Isolated." TEDTalk; Belmont, Veronica. "Free Speech, Limited?" IRL Podcast; "Clear and Present Danger: A History of Free Speech." Podcast; Garza, Alicia et. Al. "An Interview with the Founders of Black Lives Matter." TEDTalk; Marron. "Empathy is not Endorsement." TEDTalk; Playlist / Music for Writing Workshops and Drafting. **Subject to Change**
Other Requirements (materials, equipment or technology skills): Composition Book, Loose-Leaf Paper, Large Poster Paper & Markers (in class collaborative activities), White Erasers (class set and individual – 6000-word requirement for formal writing), Pencils (sharpened and unsharpened – 6000 word requirement for formal writing).

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

Letter Grade Weight Breakdown

A (100 – 94%) / A- (93 – 90%) – Defined as “Excellent”: Fulfills all requirements and exceeds expectations.

B+ (89 – 87%) / B (86 – 84%) / B- (83 – 80%) – Defined as “Good”: Fulfills all requirements and meets expectations.

C+ (79 – 77%) / C (76 – 70%) – Defined as “satisfactory”: Fulfills most requirements and meets some expectations.

D (69 – 60%) – “Not Yet.” Defined as “Poor”: Fulfills some requirements; does not meet expectations.

F (59 – 0%) – “Not yet.” Defined as “Failing”: Does not fulfill 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 MAJOR assignments. 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 (in October) and a final progress report (in December). Please note that the final progress report might NOT include your final assignment 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; you will be given a formal prompt for these during the first week of class. They will call for you to synthesize, analyze, and respond to various articles or chapters. Responses are approximately 300 words in length, unless otherwise stated. These will be written in your composition book. I will STAMP these on the day they are due to note that they were complete and done on time. I will COLLECT your book/responses for thorough evaluation and feedback THREE TIMES this semester (*dates TBD*).

Reading Quizzes (15%) - Addresses SLO 1 & 2

There will be 4 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 [typically, 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. I want to assess, but I also want to avoid “standardizing” reading comprehension and applications.

Timed-Write Practice Essay / [600 Words] (C/NC – 5%) – Addresses SLO 1, 2 & 3

The prompt will be distributed, and the essay will be written in class. 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. 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 Rhetorical Analysis [Evaluating what They Say] / [1000 Words] (10%) – Addresses SLO 1, 2 & 3

You will write a thesis-driven essay that aims to analyze the rhetorical (persuasive) choices of our authors of *The Coddling of the American Mind*. We will only focus on the Introduction of the book, as we are evaluating the use of persuasive appeals and tactics – ethos, pathos, logos, and fallacies. In all, we will concern ourselves with not just what is being said, but *HOW* it is being said. REQUIREMENTS: 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 Synthesis Essay [Evaluating and Comparing what They Say] / [1,000 Words] (10%)– Addresses SLO 1, 2 & 3

You will write a thesis-driven essay that aims to synthesize (connect, compare, etc.) Greg Lukianoff and Jonathan Haidt's ideas shown in *The Coddling of the American Mind* AND a supplemental text covered in class or a covered reading in *Rereading America*. While you're drafting, consider: How are the ideas, events, and/or theories different? How are they similar? What are they saying and who is more convincing; why? Review the rhetorical choices of both; who was more successful? NOTE: This essay will ONLY use content and texts seen in Unit 2, shown in the schedule. OTHER REQUIREMENTS: 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 3: Thesis-Driven Argument [I Say] / [1500 Words] (15%) – Addresses SLO 1, 2 & 3

Your task will be to 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. 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. REQUIREMENTS: Choose ONE of the above untruths to explore. Use at least 3 texts (*The Coddling of the American Mind* and any supplemental texts provided thus far) to support your claims and ideas. In addition, you will need at least ONE counter argument to you 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? 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 4: Inquiry-Driven Research Paper (I Search) [They Say, I Say] / [2000 Words] (20%)– Addresses SLO 1, 2 & 3

Your task will be to write an inquiry-driven paper that aims to explore ANY topic discussed in class. What do you still have questions about? What seemed interesting? What topic or issue do you want to investigate? Note, after your research gathering process, you may provide your findings and conclusions regarding the topic (you may form a thesis or argument towards the end). We will spend a lot of time on this in class – researching, drafting, structuring, etc. REQUIREMENTS: You will need to use at least 3 sources (not covered in class) from *Rereading America* and at least 2 sources from the CR Library to explore your topic or issue. 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 Final: Reflection of Learning / [500 Words] (10%)– Addresses SLO 1 & 2

The prompt will be distributed prior, you will brainstorm/outline and draft, and the final version will be written in class on the day of the course final.

Late Work Policy

I DO accept late OUT OF CLASS assignments; however, 10% (roughly, a full letter grade) will be deducted from the assignment for every FULL WEEK it is late. HOWEVER, if you ask for a n extension ahead of time (because everyone has a different writing process and/or things happen), I will NOT deduct anything from the overall grade. Please be mindful of due dates (this class goes fast) and ASK if you need further support or time. I DO NOT accept late IN CLASS assignments. Please be as present as possible.

Note that institutional (CDCR) issues will NOT impact your grade – recalls, “modified programs,” etc. I will move assignments and agendas around accordingly.

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.

Special accommodations statement

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.

Student feedback policy

For **MAJOR** writing assignments, I give verbal or written feedback on a rough draft (you will also have a peer review to ensure opportunities for success). For the final drafts, I provide feedback to you using a rubric (a chart that demonstrates various levels of expectations) – this rubric will determine your grade, along with my holistic input. Please note that it takes me approximately 2 weeks to grade your work; I have approximately 75-100 students each semester – please be patient.

For **MINOR** writing assignments (In-Class work or Homework), I will provide very brief feedback (sometimes without a rubric) as the nature of these assignments is typically “credit or no-credit” – you either *did* it, *did not* do it, or *kind of* did it.

Student Accessibility Statement and Academic Support Information

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.

Institutional Policies

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*

Note: Students who have experienced extenuating circumstances (transfer, parole, etc.) 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 Forms are available – just ask your instructor or program coordinator. Supporting documentation is required.

Academic Dishonesty Policy

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 are in the College Catalog and on the College of the Redwoods website. Here is a section that applies to us:

Do not plagiarize. Plagiarism includes, but is not limited to:

- a) Using, by paraphrase or direct quotation, of the published or unpublished work of another person without full, clear, and accurate acknowledgement.
- b) The unacknowledged use of another writer’s ideas without proper citation. Borrowing all or part of another individual’s work or using someone else’s outline to write your own work.
- c) Copying another individual’s computer printout and/or computer files and using it as one’s own.
- d) Using an agency or Internet website engaged in the selling of term papers or other academic materials.

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, per The Student Code of Conduct (AP 5500). If there is an immediate and unquestionable threat to the safety of a student and/or staff member, CDCR officials are required to intervene, per CDCR.

Additional Resources

Counseling and Advising offers academic support and include academic advising and educational planning

Special programs are also available for eligible students: Extended Opportunity Programs & Services (EOPS) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.

Policies for this Class

Statement of Teaching Philosophy & Philosophy of Learning

Welcome to English 1A/S! 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 interesting and engaging. Actively responding to feedback is 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 as a college student, 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 I wish to help create a supportive learning environment that encourages creative risk taking – developing grit and perseverance in essential for this and future courses.

Lastly, I want to create a space for you to apply your Voice. A quote that helps ground me in student-centered educational practices is, “don’t be a voice for the voiceless, just pass the mic” (Su'ad Abdul Khabeer). You all have your Voice, and it’s absolutely and delightfully influential.

Class participation and Attendance policy: 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 develop during or after prior educational experiences. 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, modified programs, 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; please follow CDCR policy – use the bathroom pass, one at a time, etc.
 - d. Pay attention to the dynamics in the room and practice step up/step back techniques during discussions. “Step Up” if you find that you rarely make a contribution in class. “Step Back” if you find that you often

do most of the talking. Make room for others to participate. Be encouraging and help facilitate these practices.

Classroom Community Norms (Day 1 Activity)

1.
2.
3.
4.
5.

Communication Guidelines

- The most effective way to communicate with me is during class – before a lesson, during a low-stakes assignment, or briefly after class.
- You can write a request, question, comment, etc. on one of the “Ask CR” Sheets.
- You can go to designated office hours (*TBD*).
- You may send your completed work to me through a peer or another professor, if you are unable to see me in person. Note that I can send ungraded materials OR class materials to you via other peers or instructors, but I am unable to send your graded material through persons other than yourself (FERPA Student Privacy Rights).

Preferred Names

Students have the ability to have an alternate first name and pronouns to appear in Canvas – I may use this preferred name/pronoun in class and on my records; however, be advised this will not be reflected in CDCR’s records. Contact your instructor or program coordinator to facilitate a request to change your preferred first name and pronoun on Canvas. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records.

*****Syllabus is Subject to Change if Necessary*****

*****See Course Schedule for Reference*****

