

Course Information

Semester & Year: F 2019
Course ID & Section #: ENGL-1A-E8642
Instructor's name: Leslie R. Leach
Day/Time or *Online: Monday/Wednesday 05:00 pm-07:05 pm
Location or *Online: Eureka Campus/Humanities Bldg./Room HU 106
Number of units: 4

Instructor Contact Information

Office location or *Online: HU Bldg. Room 119
Office hours: 2:00-3:00 Wednesday
Phone number: N/A
Email address: leslie-leach@redwoods.edu

Required Materials

Textbook Title: <i>Mercury Reader</i>
Edition: First
Author: Leslie R. Leach
ISBN: 1-256-02311-6

Other requirements: materials, equipment or technology skills Students must have access to a computer with Internet connection and a printer. Basic skills for using computers is required.

Catalog Description

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

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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

Grades

Essays	Essay #1:	5%
	Essay #2:	5%
	Essay #3:	10%
	Research Essay	20%
	In-Class Essays	10%
Reading	Reading Assignments	20%
	Quizzes	5%

Using Sources

Research Log assignments 20%

Quick Writes

5%

Grading: I use letter grades with plus and minus grades included. To grade the essays, I use rubrics on Canvas. The rubrics are attached to the assignments. Make sure you review the grading rubric to see where you can improve your performance. Assignments are weighted. Please check Canvas regularly to review your grades. If you notice an error, please bring me the graded assignment so I can correct it. Missing assignments will receive a 0. I accept late and make-up work if you have a medical or court document verifying your absence, or if you have a B or better in the class at the time of the missed deadline and if it is turned in within a week of the due date. I will accept revised essays for Essays #1 and #2 if they are turned in before or on the revised essay due date. There is not enough time to revise Essay #3 or the Research Essay. Keep track of your grades and missing assignments on Canvas. The last week of class or after final grades have been posted is too late to wonder about missing grades or missing assignments. Grades will be posted on Gradebook, and may also be on the hardcopy.

[Should include info such as final grade calculations, rubrics, late assignment policy, and other grading practices]

Prerequisites/co-requisites/ recommended preparation

N/A

***ONLINE REQUIREMENTS - The following are required online courses but are recommended for all (see * in contents).**

Special accommodations statement

[Describe the College's compliance with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities.]

Student feedback policy

Responding to Writing: You will be sharing your writing with your classmates. Please consider everything you write in English 1A as public. Don't write anything for this class that you're not willing to have your classmates read and discuss. I do not grade all of your writing, but that which I do grade will be returned, if at all possible, within a week.

[Communicate to students how you will provide timely and substantive feedback on course work.]

Proctored Exams

[Only include if Proctoring is required, and if so, provide information on the available options. Online course instructors must include both on and off campus options for proctoring]

Student Accessibility Statement and Academic Support Information

[See recommended support links and accessibility statement]

[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](#).

[Preferred Name in Canvas](#)

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](#)

[Gender-Inclusive Language in the Classroom](#)

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is gender-inclusive and non-sexist to affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, humankind versus mankind, etc.), affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression.

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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.

[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.

English 1A-College Composition
 Fall 2019/Section #E8642/ 4 units
 Humanities Building, Room 106
 Office Hours: W 2:00-3:00 p.m. HU 119

Instructor: Mrs. Leslie Leach
 Email: leslie-leach@redwoods.edu
 M,W 5:00-7:05 p.m.

Welcome to English 1A

“The cure for boredom is curiosity. There is no cure for curiosity.” – Dorothy Parker

My goals are to welcome you to the community of writers and to put you at ease by demonstrating that good writing is not accomplished by inspired geniuses, but by people who are willing to learn and apply what they learn. You will learn close reading techniques. The better you understand a text, the better you can write about it. You will examine your own thinking through writing and improve your writing through practice: writing rough drafts, sharing them with me and your peers, then revising, proofreading, and editing your drafts. Using this writing process, you will write essays in Standard Written English based on the modes of critical analysis and argumentation. Readings and discussions, as well as writing improve your critical thinking skills and enable you to explain and evaluate prose.

ENGL-1A College Composition

(6 Units LEC) Grade Only/Prerequisite: ENGL-150/Transfers to: CSU and UC

English 1A is 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.

Required texts and materials: The required text is the *Mercury Reader* (specifically for this class. In addition, access to a computer with Internet access, a word processing application, and a printer are required, and you will need to have at least some basic skills in using computers. If you need help on a computer, I will be happy to help you; However, I will expect you to write down the steps of what we do so that you will be able to do what's necessary the next time. You will also need a flash drive for keeping all your work. (An additional flash drive to use to back up your work, that is to have copies of all your work is highly recommended.) Finally, you should have paper and writing implements for every class. Students can obtain a free [Office 365 license](#) (includes Word, Excel, PowerPoint and more) with a valid CR email.

Attendance: Since regular attendance is a critical factor in student success, students at College of the Redwoods are expected to attend all sessions of each class in which they are enrolled. If you are not here, you cannot learn. If you are absent, you are still responsible for all work that is assigned (check the syllabus and Canvas). If you miss class, you must make up any in-class work within a week. If you are absent, all deadlines remain in force.

Census is September 9. If you are not actively participating (attending class meetings and turning in assignments) in the class as of that date, you will be dropped. If you are still enrolled after the census, you must continue to attend regularly. Students may not miss more than two weeks of class. For instance, our class meets two days a week; therefore, any more than four absences for the semester would be considered “excessive.” If a student exceeds the limit of absences, an instructor may notify the student that he or she has been dropped. After that date, excessive absences will likely result in failure. The last date to withdraw from a class is November 1. Also please note, English 1A may only be repeated three times. Both failure and withdrawal count as attempts. If you don’t complete an official withdrawal, you will receive an F.

Canvas: Please check Canvas regularly. Supplemental materials, information, handouts, are posted on Canvas. Access Canvas by logging in with the first part of your CR email address [SStudios111] and your birthday [09201981]. This class, and all English classes, use the Modern Language Association (MLA) format for papers. A template for this format will be available on Canvas. Download this template and use it for all papers and homework. Please read all announcements and emails from me in a timely manner. Not checking your Canvas account is not an excuse for not knowing or not fulfilling requirements. Please use your CR email to contact me. Finally, any work you do in Google Docs please convert to Microsoft Word when you send it to me.

Classwork: Bring the *Mercury Reader* and all current work to each class. We will practice many important skills during our in-class workshops. Often, these activities will carry over from one class to the next. Sometimes, we will start the exercise in class, and you will finish it as homework. All homework and activities count toward your overall grade.

Homework: The reading assignments are challenging, requiring extra effort for full comprehension. With effort, you will develop close reading strategies and critical thinking skills. The reading homework will form the foundation for the formal essays you will be writing. If you do not fully comprehend the readings, you will have difficulty synthesizing them into your own analytical and argumentative writing. You must have read and annotated the assigned essays by the day they’re due. Research Log Assignments (RLAs) are due according to the date on the syllabus. To be accepted, all written homework must be typed in the MLA format, unless you are specifically told otherwise. Late assignments will only be accepted if you have a B or better in the class or if you have a medical or court document that indicates a necessary absence and the assignment is made up within a week of the due date.

Quizzes: There will be six grammar quizzes. The two highest scores will be part of your grammar grade.

Essays: Essays must address all parts of the essay assignment, including the prompt, the format, and the minimum word requirements. Essays that do not fulfill the minimum word requirement will not receive full credit. All essays must be formatted in the MLA style. Essays that are not in the MLA format will not be accepted. There will be a template set up in the MLA format available for download on Canvas.

In this class, the writing process is important. Your participation in each step of the process will improve the quality of your papers. Although you may be permitted to revise a disappointing essay, it’s better to revise your drafts before the final draft is due rather than after you have received a poor grade. On a revised essay, you may receive no more than a half grade higher as your final grade unless you receive an F. If you receive an F on an essay, with a thorough revision, you may bring the grade for that essay up to a C. That said, it is always better to turn in something because I cannot help you if you don’t give me anything to respond to. A grading rubric will be provided for your essays, so you’ll know what’s required. You must upload the final draft of your essay to Canvas, and through Canvas, your essay will automatically be submitted to Turnitin.com, a website that checks for plagiarism. Failure to do so will result in a zero on that essay. Be aware that Turnitin has challenges with Googledocs and certain Ipad formats, so you will need to translate your documents into MS Word before you upload. Revision dates will be on the syllabus.

The essays you write will include source material. In class you will learn to use source material correctly, effectively, and appropriately. Essays should be no more than 25% source material. If your essay contains undocumented source material (plagiarism), you will receive a 0 for that essay.

Classroom Behavior The basic rule is to treat everyone in class with dignity. Treating the instructor and your classmates with dignity means, being on time, not purposely disrupting the class for any reason, having cell phones turned off or on vibrate, letting me know if you're a caretaker who may have to answer your cell phone during class, not eating or drinking in the classroom, except for water, returning to class on time after break, and in general, being considerate and respectful of others. Attacking the instructor's or any student's dignity includes the following: inappropriate language, cursing, racial, ethnic, sexist, or heterosexist epithets. These and any other type of name-calling or dismissive behavior will not be tolerated. Any deliberate disruption of the class will be grounds for your dismissal for that day and the following day. Further deliberate disruption will be grounds for your suspension and expulsion. Although the last two sentences may sound harsh, please keep in mind that someone has paid for students to be in the class whether it's the students themselves who have paid, their parents, or California taxpayers. Someone has paid for students in the class to be able to learn, and they can't learn if I have to stop class due to disruptive behavior.

Using electronic devices in class such as your Ipad or smart phone may be useful to do some research or look something up on Canvas; however, if you are texting when you should be listening or participating in a class activity, you will be asked to put away your phone. Having me ask you to turn your electronic device off and put it away is causing a disruption. Finally, any sound from your digital devices should be muted or turned off.

It is against CR policy for unenrolled people to sit in on classes. Please do not bring guests to class. Ask your friends or family to wait for you outside. Please don't put me in the awkward position of asking people to leave. Thank you for your cooperation in this.

Be Prepared: Being prepared means being on time for class, having done all the required reading and writing, having your textbooks and papers, notebook paper and pen/pencil with you, and being prepared to participate in small group or whole class discussions or other class activities. Being even five minutes late for class may mean you have missed important information on an assignment, or instruction for the activity of the day. If you are late, please do not expect me or other students to stop what we are doing to catch you up. Pick up the handout, and/or read the board, or just wait until the rest of the students finish the activity that began when class started.

Responding to Writing: You will be sharing your writing with your classmates. Please consider everything you write in English 1A as public. Don't write anything for this class that you're not willing to have your classmates read and discuss. I do not grade all of your writing, but that which I do grade will be returned, if at all possible, within a week.

Grades

Essays	Essay #1:	5%
	Essay #2:	5%
	Essay #3:	10%
	Research Essay	20%
	In-Class Essays	10%
Reading	Reading Assignments	20%
	Quizzes	5%
Using Sources	Research Log assignments	20%
Quick Writes		5%

Grading: I use letter grades with plus and minus grades included. To grade the essays, I use rubrics on Canvas. The rubrics are attached to the assignments. Make sure you review the grading rubric to see where you can improve your

performance. Assignments are weighted. Please check Canvas regularly to review your grades. If you notice an error, please bring me the graded assignment so I can correct it. Missing assignments will receive a 0. I accept late and make-up work if you have a medical or court document verifying your absence, or if you have a B or better in the class at the time of the missed deadline and if it is turned in within a week of the due date. I will accept revised essays for Essays #1 and #2 if they are turned in before or on the revised essay due date. There is not enough time to revise Essay #3 or the Research Essay. Keep track of your grades and missing assignments on Canvas. The last week of class or after final grades have been posted is too late to wonder about missing grades or missing assignments. Grades will be posted on Gradebook, and may also be on the hardcopy.

Now that you have read the course information carefully and completely, please don't forget or think that I've forgotten that you're here to learn, not because you already know everything. You may speak to me about grades you receive for course work after you have carefully checked your work against the rubric for essays or otherwise gone over your work to be sure that you need to speak to me.

This syllabus is a contract between student and instructor. Be sure that you understand the content of the course policies because if you stay in the course, you are accepting them.

English 1A F '19 Syllabus *

Week 1

Monday, August 26 (Class 1)

Welcome, Course Introduction and Syllabus, Book, Computer Access

HW:

- 1) Fill out Student Information Sheets
- 2) Read the class syllabus/jot down questions you have.
- 3) Finish reading and annotating "Changing a Man's [or Woman's] Mind" if we didn't finish it in class. In Canvas, Week 1, see Annotating a Text. You don't have to do exactly what the handout says, but don't use a highlighter, and do make numerous annotations according to the handout. I will check your annotation in Lab, Wednesday, August 28.

Wednesday, August 28 Lab

MLA Templates

Navigating Canvas

Wednesday, August 28 (Class 2)

Argument

Summary

HW:

- 1) Finish reading and annotating "A First Amendment Junkie" I will check your annotation of "A First Amendment Junkie" in Lab, Wednesday, September 4

- 2) Download Academic Argument Review and complete it/due Wednesday, September 4
- 3) Finish Summary of “Changing a Man’s [or Woman’s] Mind” due Wednesday, September 4
- 4) Grammar-in Canvas, Week 1/Open SVPP slideshow/Read Slides 6-10/then in Canvas, Week 1 download Verbs/Read and Follow instructions/ Complete/due in Lab Wednesday, September 4.

Week 2

Monday, September 2-No Class-Labor Day/All College Holiday

Wednesday, September 4 Lab

Grammar

Read and Annotate “The A.C.L.U. Needs to Rethink Free Speech” by K-Sue Park

Research for “A First Amendment Junkie”

Wednesday, September 4 (Class 3)

“First Amendment Junkie” and “The A.C.L.U. Needs to Rethink Free Speech” by K-Sue Discussion

Discussion

Summaries

Reading Questions

HW:

- 1) Go to Canvas, Week 2, Download Prewriting for Essay 1/Complete/due Monday, September 9
- 2) Go to Canvas, Week 2, Download Nine Questions/Provide answers for “A First Amendment Junkie” due Monday, September 9
- 3) Finish Summary of “A First Amendment Junkie” /due Monday, September 9
- 4) In Canvas, Week 1, download Grammar Memory Sheet, bring to class Monday, September 9

Week 3

Monday September 9 (Class 4)

Grammar

Argument Paragraph

Integrating Quotations

HW:

1) Go to Canvas, Week 2, Download Argument Paragraph 1 for “A First Amendment Junkie”/Write the paragraph/due Wednesday, September 11

2) Go to Canvas, week 3, Integrating Quotations Some Possibilities

Finish Integrating Quotations/due Wednesday, September 11

Wednesday, September 11-Lab

Grammar

Works Cited Page

Wednesday, September 11 (Class 5)

Argument Paragraph

Creating Coherence

Essay

HW:

1) Write three body paragraphs due Monday, September 16. In Canvas, Week 3, Look at Argument Paragraph Outline for help with the three body paragraphs.

2) Read and annotate “The Crito” by Plato in the *Mercury Reader*/due Monday, September 16. I will check your annotation Monday, September 16

3) Thesis and Planning for Essay/due Monday, September 16 In Canvas, week 3, download Thesis and Planning for Essay 2.

4) Grammar-Download from Canvas, Week 3 SVPP Exercises 5 and 6/due Monday, September 16

Week 4

Monday, September 16 (Class 7)

Discussion of “The Crito”

Summarizing

Quotations and Commentary

Introductions/Conclusions

HW:

1) Work on **rough draft of Essay #1**/due in class tomorrow, Wednesday, September 18

- 2) Complete the Nine Questions for “The Crito” due Monday, September 23
- 3) Grammar-Download from Canvas, Week 3 SVPP Quizzes 1 and 2/due in Lab Wednesday, September 18

Wednesday, September 18-Lab

Grammar

Questions for Research

Wednesday, September 18 (Class 8)

Rough Draft of Essay 1 Due

Rough Draft Workshop

Proofreading/Editing

Counter Claim and Refutation

Topics of Interest

HW:

- 1) Work on **Final Draft of Essay 1/due Monday, September 23**
- 2) Complete Nine Questions on “The Crito”/due Monday, September 23
- 3) Complete Topics of Interest Worksheet/due Monday, September 23

Week 5

Monday September 23 (Class 9)

Final Draft of Essay 1 due

Essay 2

Grammar

Research Log Assignments

Revision

Choose topics for Research Essay

HW:

- 1) Finish **Research Log Assignment 1**/due Wednesday, September 25
- 2) **Make your final decision on what your research essay topic will be. You may choose to change it next week, but no later. You need to commit to researching and writing about your chosen topic.**

Wednesday, September 25-Lab

Work Smart/Computer Help

Clauses and Phrases

Begin reading and annotating "Civil Disobedience"

Wednesday, September 25 (Class 10)

Research

HW:

1) Read and Annotate "Civil Disobedience" by Henry David Thoreau in the *Mercury Reader* due Monday, September 30. I will check your annotation Monday, September 30.

September 30.

2) Go to Canvas, week 5, download Essay 2 Prewriting/complete/due Monday, October 7

3) Grammar-Go to Canvas, Week 5 Download Clauses and Phrases Exercises 3 and 4/Complete/due Monday, September 30

4) **Optional:** Begin revising Essay #1/Revised Essays are due Monday, October 7

Week 6

Monday, September 30 (Class 11)

"Civil Disobedience" Discussion

Paragraph

Quotations and Commentary

HW:

1) Complete Nine Questions on "Civil Disobedience"/due Wednesday, October 2

2) Read and annotate "Letter from Birmingham Jail" by Martin Luther King Jr.

in the *Mercury Reader*. I will check your annotation in class Wednesday, October 2.

3) Prewriting for Essay 2-In Canvas, week 6, download Prewriting for Essay 2/due Monday, October 7.

Wednesday, October 2-Lab

Grammar

[RLA 2/Research/Write summary](#)

Wednesday, October 2 (Class 12)

“Letter from Birmingham Jail” Discussion

Synthesis

HW:

- 1) Complete Nine Questions for “Letter from Birmingham Jail”/due Monday, October 7
- 2) Complete Prewriting for Essay/due Monday, October 7
- 3) Complete [RLA 2](#)/due Monday, October 7
- 4) Finish writing the Socrates, Thoreau, King synthesis paragraph/due Monday, October 7
- 5) Grammar-Go to Canvas week 6 Download Clauses and Phrases Quizzes 1 and 2/Complete/Due Monday, October 7

Week 7

Monday, October 7 (Class 13)

[Optional-Revised Essay #1](#) due

Synthesis

Thesis and Planning for Essay 2

HW:

- 1) Finish Thesis and Planning for Essay 2-In Canvas week 7, download Thesis and Planning for Essay 2/complete/due Wednesday, October 9
- 2) Finish [RLA 3 \(first synthesis\)](#)/due Wednesday, October 9

Wednesday, October 9-Lab

1) Grammar

2) [RLA 4 \(summary of peer review article\)](#)

Wednesday, October 9 (Class 14)

Grammar

Introduction/Conclusion for Essay 2

Proofreading, editing

HW:

- 1) Work on [Final Draft of Essay 2](#)/due Wednesday, October 16
- 2) Complete [RLA 4](#)/due Monday, October 14

Week 8

Monday, October 14 (Class 15)

Punctuation

Introducing quotations and summaries

Quotations and Commentary for "Letter from Birmingham Jail

Counterclaims for Essay 2

HW:

1) Work on **Final Draft of Essay 2**/due Wednesday, October 16. We'll work on the Works Cited page for Essay 2 in Lab Wednesday

Wednesday, October 16-Lab

Works Cited page for Essay 2

Work on [RLA 5 \(synthesis\)](#)

Wednesday, October 16 (Class 16)

Final Draft of Essay 2

Paraphrase

HW:

1) [Complete RLA 5](#)/due Monday, October 21

2) [Begin working on RLA 6](#)/due Wednesday, October 23

3) Read and annotate "The Obligation to Endure" by Rachel Carson in the *Mercury Reader*. I will check your annotation on Monday, October 21.

Week 9

Monday, October 21 (Class 17)

Paraphrase

"The Obligation to Endure" Discussion

HW:

1) Complete Nine Questions for the "Obligation to Endure"/due Wednesday, October 23

2) [Complete RLA 6](#)/due Wednesday, October 23

3) Optional: Revised Final Draft of Essay #2/due Wednesday, October 30

Wednesday, October 23-Lab

Parallel Structure

Wednesday, October 23 (Class 18)

Essay #3

Summary

First Prewriting for Essay 3

HW:

1) Complete RLA 7/du Monday, October 28

2) Read and annotate “Faustian Economics: Hell Hath No Limits”

by Wendell Berry in the *Mercury Reader*. I will check your annotation on Monday, October 28.

3) Work on rough draft of Essay 3/du Wednesday, November 6

4) Complete summary of “Obligation to Endure”/du Monday, October 28

Week 10

Monday, October 28 (Class 19)

“Faustian Economics: Hell Hath No Limits” Discussion

Thesis and Planning for Essay 3

Revision

HW:

1) Complete Nine Questions for “Faustian Economics: Hell Hath No Limits”/du Wednesday, October 30

2) Complete Thesis and Planning for Essay 3/du Wednesday, October 30

3) Complete RLA 8 (synthesis)/du Monday, November 4

4) Work on rough draft of Essay #3/du Wednesday, November 6

Wednesday, October 30-Lab

Quotations, in-text citations, and works cited

Wednesday, October 30 (Class 20)

Research for Essay 3

HW:

- 1) Finish Second Prewriting for Essay 3/due Monday, November 4
- 2) Continue working on **rough draft of Essay 3**/due Wednesday, November 6

Week 11

Monday, November 4 (Class 21)

In-class Essay”

HW:

- 1) Work on **Rough Draft of Essay 3**/due November 6
- 2) **RLA 9 (analysis)**/due Wednesday November 13
- 3) Bring RLAs to class

Wednesday, November 6-Lab

Quotations, in-text citations, and works cited

Wednesday, November 6 (Class 22)

Rough Draft of Essay 3 Due

Rough Draft Workshop

Opening Sentences

Fallacies

HW:

- 1) **Complete RLA 9**/due Wednesday, November 13
- 2) Finish **final draft of Essay 3**/due Wednesday, November 13

Week 12

Monday, November 11 No-Class-Veterans’ Day/All College Holiday (Class 23)

Wednesday, November 13-Lab

Revision

Wednesday, November 13 (Class 24)

Turn in final draft of Essay 3

Counterarguments

Outline for Research Essay

More Fallacies

HW:

1) Complete Outline of Research Essay/due Monday, November 18

Week 13

Monday, November 18 (Class 25)

Pulling It Altogether

Conferences on Research Essay

HW:

1) Begin outlining **Research Essay**/due Monday, November 13

2) The final draft of the **Research Essay** is due Wednesday, December 11

Wednesday, November 20- No Lab/Instructor Absence

Wednesday, November 20 (Class 26)

No Class/Instructor Absence

Fall Break-No Classes November 25 - 29

Week 14

Monday, December 2 (Class 27)

1) Titles Workshop

2) Conferences on **Research Essay**

HW:

1) Continue working on **Research Essay**

Wednesday, December 4-Lab

- 1) Quotations, in-text citations, and works cited

Wednesday, December 4 (Class 28)

Conferences on **Research Essay**

HW:

- 1) Continue working on the Research Essay

Week 15

Monday, December 9 (Class 29)

- 1) **Rough Draft of Research Essay Due**

- 2) Read and annotate “Every Dictator’s Nightmare” by Wole Soyinka-Download from Canvas Week ?

HW:

- 1) Complete (proofreading and editing) Final Draft of **Research Essay**/due Wednesday, December 11
- 2) Finish reading and annotating “Every Dictator’s Nightmare” for Wednesday’s in-class essay

Wednesday, December 11-Lab

- 1) Works Cited Page, proofreading, editing

Wednesday, December 11(Class 30)

Submit Final Draft of Research Essay

Discuss “Every Dictator’s Nightmare”

In-class essay

Week 16

Final TBA

***This syllabus is subject to change.**

Recommended syllabus content - class policies and practices

The following syllabus content, although not required, may be helpful for students. Please consider adding the following content to your syllabus. Sample text and examples are provided for your reference. *Note some of these items are required for online courses.*

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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

Class participation and Attendance policy

Explain how participation is evaluated.

Communication Guidelines

Consider including: response times to emails and messages, availability, times you will not be checking email or messages, your preferred means of contact and any other preferences, such as specifics of email subject lines, encouragement to attend office hours, or similar. You may also want to include a statement on 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.

Regular effective contact (**required for online classes*)

Required by the ACCJC and Title 5 for Online Classes: *"Instructor should initiate frequent interactions with all students, both individually and collectively, and that students should have frequent opportunities to regularly interact with each other"*. Be sure that your communication guidelines describe how you will initiate regular effective contact and maintain substantive interaction by including elements such as timely and substantive feedback on course assignments, threaded discussion forums and weekly announcements. Instructor-prepared materials are required in addition to any publisher-created materials to create a virtual equivalent of face-to-face classes. Your description must be consistent with the methods of Regular Effective Contact in the DE Course Proposal form.

Policies - additional

Describe additional policies you have including late work/make-ups, tardiness, and use of personal technological devices.

Information for this Class

Class schedule

Include the scheduled dates for each of the class meetings, and indicate finalized or tentative readings, assignment due dates, quizzes, and exams. Note that this is tentative.

The First Day the Class Meets should be made clear here (since our semesters start on Saturdays, which confuses people). Dates of Holidays and non-class days (Spring Break, Fall Break, Lincoln Day) should also be listed in the CLASS

schedule, along with the last regular class meeting, finals week information, AND the last date that late work will be accepted.

Any meetings scheduled outside of normal class time (such as field trips) should be clearly indicated. *Note that the Canvas LMS automatically adds a class schedule to your syllabus if you choose to use this option.*

Example schedule

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Text Chapters & Activities</i>	<i>Assignments/Due Dates</i>
<i>1</i>				
<i>2</i>				
<i>3</i>				

Recommended textbooks & other materials

Title, edition, author, ISBN. Note: these books are not covered by EOPS book vouchers.

Proctoring (*required for online courses)

[Instructor: explain whether or not proctoring is required, and if so, what proctoring options are available. Please note that for an online course you must include both an off campuses option in addition to our on campus testing center. Typically it has been up to the student to choose and arrange for an approved off campus proctor, however this process can be both complicated and time consuming for both student and instructor. CR can now offer proctoring through Canvas and Proctorio, a proctoring software and lockdown browser. This can be a good option for students who have limited local resources or mobility issues.

Preferred Name in Canvas

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](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 6 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Technology skills, requirements, and support (required for online classes)

Tech equipment and skills are required for student success, and of equal importance as required textbooks and materials,

Students can obtain a free [Office 365 license](#) (includes Word, Excel, PowerPoint and more) with a valid CR email.

Necessary Computer Skills - [instructor: identify the computer skills necessary for students to succeed in your course.]

Technology Requirements (computer, other hardware, and software) - [instructor: identify the computer requirements and any hardware or software necessary for students to succeed in your class.]

Technology Support - [instructor: identify your role in providing technology support]

Before contacting Technical Support please visit the [Online Support Page](#). For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact its@redwoods.edu or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

Gender-Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is gender-inclusive and non-sexist to affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, humankind versus mankind, etc.), affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression.

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.

Klamath Trinity Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

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.