

## Course Information

Semester & Year: Fall 2019
Course ID & Section #: ENGL-1A-E8654
Instructor's name: Laurel Jean
Day/Time: Tuesdays and Thursdays/5:00 – 7:00PM
Location: Humanities 114 (HMHU114)
Number of units: 4.0

## Instructor Contact Information

Office location: TBA
Office hours: MW 10:10 – 10:40AM and TTH 7:10 – 7:40PM
Phone number: n/a
Email address: laurel-jean@redwoods.edu

## Required Materials

Textbook Title: They Say/I Say: Moves that Matter in Academic Writing
Edition: 4 <sup>th</sup>
Author: Cathy Birkenstein, Russel Durst, and Gerald Graff
ISBN: 978-0-393-66607-6
Textbook Title: The Little Seagull Handbook
Edition: 3 <sup>rd</sup>
Author: Richard Bullock, Michal Brody, and Francine Weinberg
ISBN: 978-0-393-60263-0
Textbook Title: Rereading America: Cultural Contexts for Critical Thinking and Writing
Edition: 11 <sup>th</sup>
Author: Gary Colombo, Robert Cullen, and Bonnie Lisle
ISBN: 978-1-319-05636-0
Other requirements: A pen/pencil; a notebook; a binder or other organizing tool to hold your work; any current essay materials; USB drive with all your work; I also recommend setting up a GoogleDrive or other Cloud account to save your work.

## 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.
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## Course Student Learning Outcomes (from course outline of record)

<ol style="list-style-type: none"> <li>1. Demonstrate the capacity to read, analyze and evaluate non-fiction texts in support of academic inquiry and argumentation.</li> <li>2. Utilize flexible strategies for writing expository and argumentative college-level essays.</li> <li>3. Incorporate primary and secondary sources into essays using appropriate documentation format.</li> </ol>
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## Evaluation & Grading Policy

<p><b>Primary graded assignments and grade distribution:</b>          20% Seven one-page critical analysis papers          35% Four Formal Essays</p>
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25% Participation in class discussions and activities

20% Final Project

All essays and assignments are graded using a 100 point rubric, available for all students to view.

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

It is recommended that you attend office hours with me, as well as seek additional assistance from Interdisciplinary Drop-In Writing Assistance Area.

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

#### [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. 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 feedback policy](#)

Students should expect grades and feedback within **one week** of the assignment due date.

#### [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.

#### [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](#). If you are concerned, show your essay to someone else before you turn it in to look the essay over with fresh eyes. Also, be sure to view your Turnitin results after submitting to Canvas.

Here is my official three-strike policy:

- Strike One: Regardless of your intent to plagiarize or not, you will rectify the problem within one week of the original assignment due date. You will receive a grade of no greater than 80% on the Final Draft.
- Strike Two: You will rewrite the entire paper within one week of the original assignment due date. You will use no materials from the original paper. You will start over from scratch. You will receive no greater than an 80% on the Final Draft of the paper.
- Strike Three: I will seek to drop you from my course.

### 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

#### **Participation in class discussions and activities:**

An English class relies on genuine, active, lively participation from students. Full participation means doing the course readings, annotating them, doing homework, and coming to class prepared to engage in conversation. If everyone has done the reading and done their homework, everyone will be ready to discuss their views based on the same information. For more details about homework, please see our Canvas course for due dates and assignment descriptions.

#### **Attendance and timeliness:**

Regular, on-time attendance in any college class is extremely important for student success. For that reason, please know that I would like you to be in class and to show up on time every day. If you have more than four unexcused absences before week 10 of the semester, or over the course of the entire semester, I have the right to drop you from the class. I will warn you at your third absence, but not after. Excused absences require written medical, legal, or athletic documentation.

An instructor can penalize students for chronic or excessive tardiness, and I reserve the right to mark you as partially absent if you are habitually late to class:

- On time means arriving when class starts.
- Late/Tardy means arriving more than 20 minutes after class begins. Being marked as Late/Tardy in Canvas earns you 80% of credit.
- Absent means not showing up, or showing up more than 45 minutes after class begins.

All work is due on the date specified on the syllabus or assignment sheet.

In the event that you do miss class, you are responsible for checking Canvas, your syllabus, and with a classmate to determine what concepts, issues and material we discussed during your absence. Please note that a significant

proportion of the course content will only be available in class lectures, presentations and discussions, and that your knowledge of this material will be assessed throughout the semester.

### Communication Guidelines

I answer e-mails from 9am to 5pm Monday – Friday. While you shouldn't expect an immediate response from me (or anyone!), I usually get back to students within 24 hours. I do not answer e-mails on Saturday or Sunday, so if you e-mail on Saturday do not expect a response until Monday.

I do not answer e-mails which ask such questions as “What is X assignment?” “When is X due?” or “What did I miss in class?” as the answers to questions about assignments can be found on our Canvas page, and the answer to “What did I miss in class?” is always: Everything. You missed the whole class. I also advise that you include a descriptive subject line to your email.

If you want to know what you missed, come talk to me in my office hours or talk to a classmate. Do not ask me to recount class over an e-mail.

### Policies - additional

#### Extra Credit

I allow students one week from a Final Draft due date to revise essays of less than a “B” after they have been graded, and I will adjust the grade based upon specific changes that reflect consideration of my comments or any other key writing, research, or argument elements.

#### Course Drop Policies

I reserve the right to drop students from our class who are not giving what I perceive as good faith effort. Here are the reasons you could be dropped from my course:

- Failing to turn in two consecutive assignments on Canvas.
- Being absent five times before week 10 of the semester.
- Being rude or abusive to classmates, myself, or other staff/faculty members in the classroom or during office hours.
- Using a vape pen/e-cig, chewing tobacco in class, or coming to class obviously inebriated.

## Information for this Class

### Class schedule

***Please print out and bring online readings to class with you. Please always bring your books to class.***

**This is an overview of our course schedule. For a detailed breakdown of scheduled assignments/due dates, please consult our Canvas site. Students will be notified within 24 hours of any changes made to the course.**

#### Unit Zero (weeks 1 – 2) 75 pgs. total

Questions at Issue:

- What is a myth?
- What are our prominent American myths?

Readings: 27 pgs. total

- “Introduction: Thinking Critically, Challenging Cultural Myths” (*Rereading America*) (pp. 1 – 14, 14 pgs.)
- “The Meaning of Myth in the American Context,” Ira Chernus (online reading, 7 pgs.)
- “The Declaration of Independence,” “The Preamble to the Constitution,” “The Bill of Rights” (online readings, 6 pgs.)

Textbook Chapters: 48 pgs. total

- Preface: Demystifying Academic Conversation (*ix – xxiii*, 15 pgs.)
- Introduction: Entering the Conversation (pp. 1 – 18, 18 pgs.)
- Chapter 12: “I Take Your Point”: Entering Class Discussions (pp. 162 – 5, 4 pgs.)

- Chapter 14: “What’s Motivating This Writer?”: Reading for the Conversation (pp. 176 – 86, 11 pgs.)

Minor Assignments:

None.

Major Assignment:

Definition/Classification Essay. Students define what a myth is and identify a specific cultural myth from their experience, explaining how that myth meets their criteria for definition.

**750 – 1,000 words/3 – 4 pages double-spaced**

### **Unit One: Myths of Meritocracy (The American Dream) (weeks 3 – 6) 188 pgs. total**

Questions at Issue:

- What does the myth of the American Dream mean?
- Who has access to the American Dream and why?
- How is education related to success in our culture?
- How does social class affect access to the American Dream?

Readings: 140 pgs. total

- “City of Broken Dreams,” Sara Goldrick-Rab (*Rereading*) (pp. 210 – 33, 24 pgs.)
- “I Just Wanna Be Average,” Mike Rose (*Rereading*) (pp. 123 – 36, 14 pgs.)
- “Class in America,” Gregory Mantsios (*Rereading*) (pp. 347 – 67, 21 pgs.)
- “Serving in Florida,” Barbara Ehrenreich (*Rereading*) (pp. 368 – 81, 14 pgs.)
- “Framing Class, Vicarious Living, and Conspicuous Consumption,” Diana Kendall (*Rereading*) (pp. 415 – 33, 19 pgs.)
- “The Case for Reparations,” Ta-Nehisi Coates (*Rereading*) (pp. 604 – 31, 28 pgs.)
- “Choosing a School for My Daughter in a Segregated City,” Nikole Hannah-Jones (*Rereading*) (pp. 152 – 71, 20 pgs.)

Textbook Chapters: 48 pgs. total

- Chapter 1: “They Say”: Starting with What Others Are Saying (pp. 19 – 29, 11 pgs.)
- Chapter 2: “Her Point Is”: The Art of Summarizing (pp. 30 – 42, 13 pgs.)
- Chapter 3: “As He Himself Puts It”: The Art of Quoting (pp. 43 – 52, 10 pgs.)
- Chapter 4: “Yes / No / Okay, But”: Three Ways to Respond (pp. 53 – 66, 14 pgs.)

Minor Assignments:

Two one-page critical analysis papers

*They Say/I Say* Chapters 1 – 4 Tutorials

Major Assignment:

Summary, Analysis, Response Essay. Students choose two of the readings from the unit and summarize them objectively. Students also analyze each according to how the authors use ethos, pathos, and logos to convince their readers. Finally, students respond to the arguments of the texts.

**1,250 – 1,500 words/5 – 6 pages double-spaced**

### **Unit Two: Myths of Identity (weeks 7 – 10) 168 pgs. total**

Questions at Issue:

- What is our dominant myth of gender in the U.S.? To what extent is it driven by media?
- What are our myths about race and ethnicity in the U.S.?
- What myths do we have around immigration?

Readings: 110 pgs. total

- “Declaration of the Rights of Women,” Elizabeth Cady Stanton (online reading, 4 pgs.)
- “What to the Slave is the Fourth of July,” Frederick Douglass (online reading, 20 pgs.)
- “Nobody,” Marc Lamont Hill (*Rereading*) (pp. 651 – 68, 18 pgs.)
- “Twitter and White Supremacy, A Love Story,” Jessie Daniels (*Rereading*) (pp. 298 – 308, 11 pgs.)
- “How Immigrants Became “Other,” Marcelo M. Suárez-Orozco and Carola Suárez-Orozco (*Rereading*) (pp. 702 – 14, 13 pgs.)

- “Guys’ Club: No Faggots, Bitches, or Pussies Allowed,” Carlos Andrés Gómez (*Rereading*) (pp. 495 – 504, 10 pgs.)
- “How to Do Gender,” Lisa Wade and Myra Marx Ferree (*Rereading*) (pp. 480 – 94, 15 pgs.)
- “Girl,” Jamaica Kincaid (*Rereading*) (pp. 477 – 9, 3 pgs.)
- “Theories and Constructs of Race”, Linda Holtzman and Leon Sharpe (*Rereading*) (pp. 631 – 646, 16 pgs.)

Textbook Chapters: *58 pgs. total*

- Chapter 5: “And Yet”: Distinguishing What You Say from What They Say (pp. 67 – 76, 10 pgs.)
- Chapter 6: “Skeptics May Object”: Planting a Naysayer in Your Text (pp. 77 – 90, 14 pgs.)
- Chapter 7: “So What? Who Cares?”: Saying Why It Matters (pp. 91 – 100, 10 pgs.)
- Chapter 9: “You Mean I Can Just Say It That Way?”: Academic Writing Doesn’t Mean Setting Aside Your Own Voice (pp. 117 – 30, 14 pgs.)
- Chapter 10: “But Don’t Get Me Wrong”: The Art of Metacommentary (pp. 131 – 40, 10 pgs.)

Minor Assignments:

Two one-page critical analysis papers  
*They Say/I Say* Chapters 5 – 7, and 9 – 10 Tutorials

Major Assignment:

Causal Analysis. Students identify and define a myth of identity. Using readings from the unit, students identify causes and origins of the myth, as well as effects of the myth on individuals and our culture. **1,250 words – 1,500 words/5 – 6 pages double-spaced**

### **Unit Three: Myths of Family and Community (weeks 11 – 14) 124 pgs. total**

Questions at Issue:

- What is our myth of family in America?
- What is our myth of community?
- How are these issues represented by authors in *Rereading America*?

Readings: *68 pgs. total*

- “What We Really Miss About the 1950s”, Stephanie Coontz (*Rereading*) (pp. 26 – 42, 17 pgs.)
- “The Color of Family Ties: Race, Class, Gender, and Extended Family Involvement”, Naomi Gerstel and Natali Sarkisian (*Reareading*) (pp. 43 – 50, 8 pgs.)
- “When Should a Child Be Taken from His Parents?” Larissa MacFarquhar (*Reareading*) (pp. 51 – 65, 15 pgs.)
- “From *Becoming Nicole: The Transformation of an American Family*”, Amy Ellis Nutt (*Rereading*) (pp. 73 – 87, 15 pgs.)
- “From *Loving: Interracial Intimacy in America and the Threat to White Supremacy*”, Sheryll Cashin (*Rereading*) (pp. 88 – 100, 13 pgs.)

Textbook Chapters: *56 pgs. total*

- Chapter 8: “As a Result”: Connecting the Parts (pp. 101 – 16, 16 pgs.)
- Chapter 11: “He Says Contends”: Using the Templates to Revise (pp. 141 – 61, 21 pgs.)
- Chapter 17: “Analyze This”: Writing in the Social Sciences (pp. 224 – 42, 19 pgs.)

Minor Assignments:

Three one-page critical analysis papers  
*They Say/I Say* chapter 8 Tutorial

Major Assignment:

Rhetorical Analysis. Students analyze how one author from *Rereading America* represents a specific American myth in their essay including previous readings from the semester to support their evaluations. **1,500 – 1,750 words/6 – 7 pages double-spaced**

### **Unit Four: Persuasive Research Essay (weeks 15 – 16)**

- Final two classes: Workshopping the final essay and peer review; no readings due
- Final Exam Week: Final Exam Week is revision time. Final essay is due at the end of the Final Exam day with the multimedia project

Minor Assignments:

None.

Major Assignment:

Research Essay. During this unit, students participate in independent research for the final essay. Students identify an American cultural myth we have not discussed in class and research its origins, the myth as it exists today, the impact of the myth on individuals and our culture, and speculate about the future of the myth and/or possible solutions. Activities during this unit include developing a research question and proposal, supported with workshopping and scaffolding during class. **1,250 – 2,000 words/5 – 8 pages double-spaced**

**\*\*Please note that this schedule is subject to change at the instructor's discretion\*\***

## Canvas Information

### Canvas

All assignments and essays **must be submitted** on Canvas. Canvas automatically submits essays to Turnitin.com. Turnitin scans essays for previously written or published material. Please note that I will review all apparent cases of academic dishonesty with the student and, if necessary, the appropriate administrative officials.

**Using another person's written work or ideas without proper attribution will result in a failing grade on the assignment and, possibly, an F in the course and academic probation.**

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

Password is your 6 digit birth date

For tech help, email [its@redwoods.edu](mailto: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.

### W.W. Norton, Digital

W. W. Norton publishes both *The Little Seagull Handbook, 3<sup>rd</sup> Ed.* as well as *They Say/I Say: The Moves That Matter in Academic Writing, 4<sup>th</sup> Ed.* W. W. Norton provides online resources to help instructors and students engage better with texts. A majority of our homework will be comprised of tutorials and exercises from [digital.wwnorton.com/theysay4](http://digital.wwnorton.com/theysay4).

You **must purchase a copy of our class textbooks** (either used or new) within the **first two weeks of class** in order to fully participate and complete your assignments. We will utilize Learning Management System (LMS) Integration, which means if you are registered for the course and have purchased a textbook, you will have access to the materials on [digital.wwnorton.com/theysay4](http://digital.wwnorton.com/theysay4). No special accommodations will be made for students who refuse to purchase or rent a copy of the textbooks, and no earlier editions are acceptable.

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](mailto: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](mailto: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.