

Course Information

Semester & Year: Fall 2019
Course ID & Section #: ENGL-1A-E8658
Instructor's name: Jonathan Maiullo
Day/Time or *Online: TTH 5:00-7:05
Location or *Online: HU 106
Number of units: 4

Instructor Contact Information

Office location or *Online: LRC 103
Office hours: 4:00-5:00 TTH
Phone number: 5174742219
Email address: jonathan-maiullo@redwoods.edu

Required Materials

Textbook Title: Travel as a Political Act
Edition: 2nd Edition
Author: Steves, Rick
ISBN: 9781631217630

Textbook Title: They Say/ I Say: The Moves that Matter in Academic Writing (Paperback + Access Folder)
Edition: Online Access Edition
Author, Graff, Gerald and Birkenstein, Cathy
ISBN: 9780393666076

Catalog Description

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

Course Student Learning Outcomes *(from course outline of record)*

1. Demonstrate the capacity to read, analyze and evaluate non-fiction texts in support of academic inquiry and argumentation.
2. Utilize flexible strategies for writing expository and argumentative college-level essays.
3. Incorporate primary and secondary sources into essays using appropriate documentation format.

Evaluation & Grading Policy

Grade Breakdown:

- Reading journal: 10%
 - a. Reading Annotations (and having materials ready and printed for class): 10%
 - b. In class writing journal 10%
 - c. Presentations: 10%
 - d. In class activities, attendance and homework: 10%
 - e. Essays 50%

Grading Scale:

***Note, no Ds are awarded for ENGL 1A. You must have a C or above to pass.**

A 93-100

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 70-76

F 0-69

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

[If applicable]

***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 may need accommodations, please see me or contact [Disabled Students Programs and Services](#). Students may make requests for alternative media by contacting DSPS at 707-476-4280.[]

[Student feedback policy](#)

I hold my office hours in the Multicultural Center(LRC 103). I will be available from 4-5 Tuesday and Thursday. As I will not have time for discussion after class, I ask that you come by my office hours to talk about anything that concerns you. I can't stress the importance of this communication enough. If, for some reason, you feel you are falling behind, please come and talk to me: **We can work something out.** I try to be understanding, but I ask that you come and talk to me as soon as difficulties present themselves; the longer they are unspoken, the more difficult they will be to address. My door is always open.

For emails/Canvas, during the week, I will respond the same day if you email me before 5 pm. From Friday to Monday morning, please allow 48 hours response time.

[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](#)

Academic support is available at [Counseling and Advising](#) and includes academic advising and educational planning, [Academic Support Center](#) for tutoring and proctored tests, and [Extended Opportunity Programs & Services](#), for eligible students, with advising, assistance, tutoring, and more.

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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- 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

As the key to good writing is practice, class attendance is mandatory. We will be writing extensively in class. Each class has a unique instructional component. If you must miss a class it is your duty to email the instructor and find out what you will be missing in order to make up the work. Please don't write only "I'm going to miss class." Make sure you tell me how long you'll be gone and ask what you can do to make up what you miss.

Once **four classes** have been missed, it will be difficult to follow course material. You will also be at an extreme disadvantage as far as your understanding of the work being done in class. If we spend an entire class discussing how to use a counterpoint, and you miss this class, how can you expect to have a decent counterpoint in your essay? For this reason, no more than 4 absences are permitted in this class. If you miss five classes before 10 weeks, I will automatically drop you from the class; if we have passed the ten-week mark you will fail the course.

I know things come up and that you may not be able to attend every class. If you anticipate having to miss class, come to my office hours (listed above) and talk to me. This policy is in place to help you succeed, not to penalize you. Students who miss more than four classes seldom pass, thus it's in their interest to be dropped before flunking out.

Also, keep in mind, attendance is part of your participation grade.

Communication Guidelines

I hold my office hours in the Multicultural Center(LRC 103). I will be available from 4-5 Tuesday and Thursday. As I will not have time for discussion after class, I ask that you come by my office hours to talk about anything that concerns you. I can't stress the importance of this communication enough. If, for some reason, you feel you are falling behind, please come and talk to me: **We can work something out.** I try to be understanding, but I ask that you come and talk to me as soon as difficulties present themselves; the longer they are unspoken, the more difficult they will be to address. My door is always open.

For emails/Canvas, during the week, I will respond the same day if you email me before 5 pm. From Friday to Monday morning, please allow 48 hours response time.

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](#)

Late Assignments:

At the beginning of the semester, each student will be given five tickets (see below). These tickets are to be presented for a 48-hour extension, otherwise, late assignments will be accepted at **no more than 50% of the original assignment's value**. A late assignment is equally considered 'late' a day or a month after its original due date.

Cell Phone Use:

The first day of class, I will have you take a vote. As a class you will have to opportunity to elect to switch off your phones for extra credit or use them.

I recognize that phones bring many benefits, but I also believe that each new comfort eventually becomes a necessity, boxing our lives in under layers of necessity that can be extremely hard to extract ourselves from.

If you are expecting an important call, tell me before class begins. If needed, you can take your call outside during class.

Tickets:

On the first day, I will give each of you four tickets. The use of these tickets is entirely up to you. Use them wisely. Here's what they can cover:

- a. Reading/annotation: if you have not completed your reading or annotated, use a ticket for credit.
- b. Late journals: 48-hour extension
- c. Late essays: 48-hour extension
- d. Missed class work: present a ticket to cover any work missed when absent

Academic Community:

Good writing isn't accomplished in a vacuum. You'll notice most texts—fiction, non-fiction, even textbooks, have extensive acknowledgments written by the author. While everyone must face the blank screen, this is, thankfully, not the endpoint of any kind of writing, academic or otherwise. Keeping this in mind, you will be working extensively with your peers to edit your work. I understand that we might not all feel comfortable with peer work, for this reason, on the first day, you will join groups with which to share your work. This isn't group work, but a team with which to share your ideas.

Late Add Clause:

Because students who do not attend the first class miss vital information, I ask that all students seeking to add the class after the first week write a one-page syllabus summary **before** I will add them. No students will be added after the second week of classes.

Information for this Class

[Class schedule](#)

Week	Class--aspects	Lecture—ppt.	In-class readings	Homework/readings for next class	Essays due	Online Modules for next class
Aug 26-30	Name cards—introductions—group assignments—class explanation (I want you to succeed)—team building--syllabus—syllabus quiz	Class communication Annotations	Syllabus	Orwell PDF		
	Orwell’s errors Write a letter (this will be annotated for rhetorical situation after ‘stance’ class)	Orwell’s errors	Good and bad essays	Rhetorical Appeals PDF		Inquizitive for writers assessment
Sept. 2-6	Results from inquisitive Rhetorical Appeals	Inquizitive results Appeals	“Don’t Blame the Eater”	Purpose Write a letter about this class to a friend Read: <i>Letter from a Birmingham Jail</i>		
	Purpose And Classroom Discussion	Purpose	“Letter from a Birmingham Jail”	Audience Write a letter about this class to a potential employer Materials Check Bring all materials for next class		
Sept. 9-13 9-2 No Class	Audience	Audience	“Letter from a Birmingham Jail” Pamphlets	Stance		
	Stance Annotation assignment Essay 1	Stance	KHSU editorials	Annotate letter for each aspect of the rhetorical situation—explain the choices made		
Sept. 16-20	Revision and Peer review	Peer review	Essay example		Essay 1 rough draft	

	Essay Reflection and writing concisely	Writing concisely and the editing process		"Se Habla Espanol"	Essay 1	
Sept. 23-27	Skill Literacy narrative—review the genre, reading and discussion—consider rhetorical situation—What literacies do you have?—share—writing concisely—brainstorm—outline Essay 2	Narrative and Skill Literacy Narrative		Complete Skill literacy narrative rough draft		
	Read example and Peer review	Skill literacy narrative rubric	<i>Skill literacy narrative example</i>	Skill literacy revised draft due Read "All Over but the Shoutin"	Essay 2 Skill Literacy Narrative rough draft	
Sept. 30- Oct. 4	Discuss "All Over but the Shoutin"—lecture—write your own description using details—storytelling	Narrative, description, five parts to a story	<i>Listen to the Moth Empathetic Screaming Match</i>	Listen to a Moth Story—record the five parts of the story	Essay 2 Skill literacy narrative	
	Discuss Moth Stories—brainstorm your story—outline--add crucial details—practice Essay 3	Narrative outline	--	Record story		
Sept. Oct. 7-11	Storytelling Live—Ss tell their stories and offer revision consideration for essay			Narrative revised draft <i>TSIS</i> intro <i>Put out no Flags</i>	Essay 3 Narrative rough draft	Plagiarism module
	<i>TSIS</i> intro. Entering the conversation—Use template for <i>Put out no Flags</i> Essay 4	Entering the conversation—agreeing and disagreeing	<i>Put out no Flags</i>	<i>TSIS Chap 1 And Hidden intellectualism</i> Bring in a current event article	Essay 3 Narrative	Module Chap 1
Oct. 14-18	They Say—Exercise 1—Trade articles—Find the 'they say' in	Responding		<i>TSIS Chap 2 and 3 Don't blame the Eater</i>		Module Chap 2 and 3

	Hidden Intellectualism Introduce Essay 4					
	Summarizing and Plagiarism—Elbow’s believing game— summarize <i>don’t blame the eater</i> from two perspectives— Plagiarism activity Quoting— highlight quotes in <i>Paper Maps</i> —make quotation sandwiches from <i>Don’t Blame the Eater</i> on both sides— Outline for Essay 4	Summary and Plagiarism, Quoting and MLA citations		<i>TSIS Chap 4</i>		Module Chap 4
Oct. 21-25	Responding— Respond to <i>Paper Maps</i> in stations— respond to your own essay 4	Responding			Essay 4 rough draft	
	Peer Review	Essay Example		<i>TSIS Chap 5</i>	Essay 4	Module Chap 5
Oct. 28- Nov. 1	Distinguishing—recast your narrative in 1 st or 3 rd person—highlight views in essay 4 yours and another, compare the work of another. Essay 5	Distinguishing		<i>TSIS Chap 6 Rise of the Machines</i>		Module Chap 6
	Counterpoint and refutation—Write a counterpoint for <i>Rise of the Machines</i> – Outline for Essay 5, Ss respond with counterpoints	Counterpoint Refutation		<i>TSIS 7 Hidden Intellectualism</i>		Module Chap 7
Nov. 4-8	So What and Who Cares—Find them in <i>Intellectualism</i> and in Essay 4	So What and Who Cares		<i>TSIS 8</i>		Module Chap 8
	Transitions—Highlight transitions in <i>Rise of the Machines</i> what is their function? Consider transitions in essay rough draft			<i>TSIS 9 The Other Side Isn’t Dumb</i>	Essay 5	Module Chap 9

	peer review					
Nov. 11-15 11-11 No Class	Write your lexicon— Consider <i>The Onion</i> — Using your voice— Consider where self-translation would work in Essay 5	Using your own voice	The Onion Article example	<i>TPA Introduction</i> “Msinga”		
	Introduce TPA “Msinga” discussion Essay 6		<i>How to Travel as a Political Act</i>	<i>TPA Chap 2</i>		
Nov. 18-22	Chapter 2. Bosnia—	TPA presentations	<i>Guest Speaker</i>	<i>TPA Chap 3</i>		
	Chapter 3. Europe	TPA presentations				
Nov 25-29	No	Classes	Thanks-	giving	break	
Dec. 2-6	Chapter 4 El Salvador	TPA presentations				
	Chapter 6 Turkey	TPA Presentations				
Dec 9-13	Chapter 8 Iran	TPA Presentations	<i>Guest Speaker</i>			
	Chapter 9 Palestine— Read an example essay—peer review	TPA Presentations			Essay 6 Rough draft	
Dec16-20	Final				Essay 6	

Recommended textbooks & other materials

Microsoft Office Suite (see below)

Proctoring (*required for *online courses*)

No proctored tests required

Preferred Name in Canvas

Jonathan (Jonny) Maiullo

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.