

## Course Information

Semester & Year: Fall 2019 / August 24 <sup>th</sup> – December 20 <sup>th</sup>
Course ID & Section #: D9147
Instructor’s name: Ashley Knowlton
Day/Time: Friday OR Saturday
Location: A-Yard; Independent
Number of units: 2

## Instructor Contact Information

Office location: CR Del Norte Main Building / A-Yard Classroom
Office hours: <i>TBD</i> (Probably Friday or Saturday during a GUID 205 Course for Additional Support)
Office phone number: (707) 476 – 2327
Email address: ashley-knowlton@redwoods.edu

## Required Materials

<p><u>Access to Technology:</u> <i>After</i> reentry, you are expected to contact the instructor for weekly conferences and to submit minor and major writing assignments. You will need access to your CR email and our course Canvas page (Log into Canvas at <a href="https://redwoods.instructure.com">https://redwoods.instructure.com</a>; your password is your 6-digit birth date; for tech help, email <a href="mailto:its@redwoods.edu">its@redwoods.edu</a> or call 707-476-4160). <i>After</i> reentry, you can contact CR technical support for help regarding password issues with Canvas, Web Advisor or your <a href="mailto:mycr.redwoods.edu">mycr.redwoods.edu</a> email; contact <a href="mailto:its@redwoods.edu">its@redwoods.edu</a> or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.</p>
<p><u>Other Requirements:</u> Composition Book and/or Loose-Leaf Paper, White Erasers, &amp; Pencils. <i>Upon reentry, you may type and email / electronically submit your work.</i></p>

## Catalog Description

<p>This is an individual research and special projects in English. Specific projects are to be determined in consultation with instructor. All independent study projects must be approved by instructor, and an approved independent study contract must be on file before the independent study section is created.</p>
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## Course Student Learning Outcomes *(from course outline of record)*

<p>1. Perform specialized tasks and demonstrate skills acquired as a result of individualized work.</p>
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## Evaluation & Grading Policy

<p><b>Letter Grade Weight Breakdown</b></p> <p>A (100 – 94%) / A- (93 – 90%) – Defined as “Excellent”: Fulfills all requirements and exceeds expectations.          B+ (89 – 87%) / B (86 – 84%) / B- (83 – 80%) – Defined as “Good”: Fulfills all requirements and meets expectations.          C+ (79 – 77%) / C (76 – 70%) – Defined as “satisfactory”: Fulfills most requirements and meets some expectations.          D (69 – 60%) – “Not Yet.” Defined as “Poor”: Fulfills some requirements; does not meet expectations.          F (59 – 0%) – “Not yet.” Defined as “Failing”: Does not fulfill requirements and expectations.</p> <p>Note that ALL assignments will come with a prompt ahead of time, which will outline all requirements and expectations. I also provide rubrics ahead of time – I use rubrics to assess all MAJOR assignments. I prefer to be transparent about my</p>
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expectations. Graded assignments will be given a letter grade, determined by a percentage value (shown above). You can check your grade as frequently as you'd like using Canvas (I'll explain this).

### **Graded Assignments this Semester**

#### Weekly Conferences/Consultations (25%)

Each week (we'll start with Friday or Saturday, but these may change as our schedules may change), we will meet via email, ConferZoom, or phone in order to discuss assignments, progress, and process.

#### Weekly Written Reflections (25%)

Each week (we'll start with Sundays, unless otherwise stated), a reflection is due where you will document your experiences through the reentry process. These reflections will be roughly 500 words in length and will discuss your academic, professional, and personal (so long as you're comfortable) challenges and successes through your experiences.

#### Comprehensive Reflective Analysis (25%)

After writing a series of reflections, you will review your work to interpret a common thread or issue within the compilation. Why do you think that issue or topic stands out or is most frequently referenced? What about this seems to be prominent or impactful? Is this a problem that needs a solution? Is this a success that needs acknowledgement? Elaborate. This analysis will be roughly 1000 words in length.

#### Inquiry Paper (25%)

You will investigate a topic of your choice relating to your reentry experience. Are there any unanswered questions or concerns you have about academic, professional, or personal support/resources? Are there any issues unresolved? What would need further research to ensure the success of future reentry students? You will need to investigate your inquiry using at least 5 credible sources. This will be approximately 1500 words in length, and it will follow a specific structure: propose your issue, provide your research process, provide the findings of your research or investigation (sources), and provide applications (who might or how might we utilize this information?).

### **Late Work Policy**

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

### **Prerequisites/co-requisites/ recommended preparation**

N/A

### **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, 1<sup>st</sup> floor; Del Norte: 707-465-2324, main building near library; Klamath-Trinity: 530-625-4821 Ext 103

## Student feedback policy

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

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

## Student Accessibility Statement and Academic Support Information

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

## Institutional Policies

### Admissions Deadlines & Enrollment Policies Fall 2019 Dates

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

Note: Students who have experienced extenuating circumstances (transfer, parole, etc.) can complete & submit the Excused Withdrawal Petition to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition Forms are available – just ask your instructor or program coordinator. Supporting documentation is required.

### Academic Dishonesty Policy

Academic Dishonesty In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student’s status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of

students, Board policies, and administrative procedures are in the College Catalog and on the College of the Redwoods website. Here is a section that applies to us:

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

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

### **Disruptive Behavior**

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee, per The Student Code of Conduct (AP 5500. If there is an immediate and unquestionable threat to the safety of a student and/or staff member, CDCR officials are required to intervene, per CDCR.

### **Additional Resources & Student Support Services**

**(If you would like information about these, inquire through your instructor or the PBS Program Coordinator, Ms. Eagles at [tory-eagles@redwoods.edu](mailto:tory-eagles@redwoods.edu))**

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 include 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.
- The Honors Program helps students succeed in transferring to a competitive four-year school.

# Policies for this Class

## Statement of Teaching Philosophy & Philosophy of Learning

I feel that that education is fundamental to a healthy and full life. Anyone who wants to learn should have access to a high-quality education. Additionally, I think that even in the face of the most difficult learning challenges, learning should be interesting and engaging. Actively responding to feedback is essential to developing the skills needed to succeed in college. I designed this course to be welcoming as well as rigorous.

My goal is that you will be engaged and that the course contains material and assignments that are relevant to you, as well as thought-provoking or, in some instances, even challenging. I hope that you will complete the course with increased confidence in your ability to express your ideas through writing and increased competence that will help you to be successful in future courses. Moreover, I know that learning happens by making mistakes, and I wish to help create a supportive learning environment that encourages creative risk taking – developing grit and perseverance in essential for this and future courses.

Most importantly, I want to create a space for you to strengthen and project your Voice. It is not my mission to be a “voice for the voiceless, [I] just [want to] pass the mic” (Dr. Su'ad Abdul Khabeer). You have so much Voice, and it’s absolutely and delightfully influential. I hope that this reflective independent study course fosters everything you have to say.

## Class participation and Attendance policy: Habits of Mind

The quality of your learning experience in college depends on developing certain habits of mind. Often, these habits represent a shift from the habits students develop during or after prior educational experiences. These college habits of mind include:

1. Attend regularly. I realize that given the environment, in the beginning, there may be days where you just cannot come to class – given that there might be recalls, modified programs, delays etc. However, if you know that you will NOT be able to make it to class on a specific day, please try to let me know ahead of time – you can speak to me directly, ask a peer from class to notify me, or you can ask another friend to notify me. In the event that you cannot come to class, for whatever reason, you will still be expected to catch up and turn in the out-of-class assignments (refer to the course schedule at the end of the syllabus). Upon reentry, I still expect you to attend conferences consistently.
2. Be prepared. Have your work completed on time. Have access to all required course materials. Save ALL graded work in a folder – this is incredibly important so that we can both be on the same page about grades and progress.
3. Engage. Show respect and appreciation for the learning process and for everyone present by:
  - a. Listening, responding, and asking questions.
  - b. Avoid side-conversations.
  - c. Leaving quietly and respectfully when needed.

## Study Norms (Day 1 Activity)

1.
2.
3.
4.

## **Communication Guidelines**

- The most effective way to communicate with me is during class (A-Yard)
- You can write a request, question, comment, etc. on one of the “Ask CR” Sheets (A-Yard)
- The most effective way to communicate with me is through my CR Email OR Canvas Inbox (Reentry)
- CR Office Phone (M – TH 10:00am – 2:00PM, typically; F 10:00 – 11:00am) (Reentry)

## **Preferred Names**

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

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

## English 40 Tentative Weekly Schedule

Recurring Weekly Assignments	Weekly Due Dates
Weekly Conferences / Consultations	<p><b>Fridays</b> (unless otherwise stated)</p> <p>One meeting per week (via face-to-face, phone, email, video conference, etc.) is required, but you can contact me at any point throughout the week for additional support. I highly encourage frequent correspondence to ensure assignment and objective clarity.</p>
Weekly Written Reflections	<b>Sundays</b> (unless otherwise stated)
Week 1 [August 26 – September 1]	<ol style="list-style-type: none"> <li>1. Face-to-Face Conference/Consultation (<b>SATURDAY</b>)               <ol style="list-style-type: none"> <li>a. Run-down of Syllabus and Weekly Outline</li> <li>b. Norms on Syllabus</li> <li>c. Prompts for Assignments</li> <li>d. Initial Reflection: Anticipating and Goal-Setting</li> </ol> </li> </ol>
Week 2 [September 2 – 8]	<ol style="list-style-type: none"> <li>1. Face-to-Face Conference/Consultation (<b>SATURDAY</b>)</li> <li>2. Tasks:               <ol style="list-style-type: none"> <li>a. Review Reflection 1</li> <li>b. Task for Reflection 2</li> </ol> </li> </ol> <p>REFLECTION 1 DUE</p>
Week 3 [September 9 – 15]	<ol style="list-style-type: none"> <li>1. Online Conference/Consultation</li> <li>2. Tasks:               <ol style="list-style-type: none"> <li>a. Send a Test Email with CR Email</li> <li>b. Watch Canvas Orientation Video(s)</li> <li>c. Watch Video Conference Orientation Video (ConferZoom)</li> <li>d. Complete MINOR comprehension tasks – Send a Canvas Inbox message, etc.</li> </ol> </li> </ol> <p>REFLECTION 2 DUE</p>
Week 4 [September 16 – 22]	<ol style="list-style-type: none"> <li>1. Online Conference/Consultation</li> </ol> <p>REFLECTION 3 DUE</p>
Week 5 [September 23 – 29]	<ol style="list-style-type: none"> <li>1. Online Conference/Consultation</li> </ol> <p>REFLECTION 4 DUE</p>
Week 6 [September 30 – October 6]	<ol style="list-style-type: none"> <li>1. Online Conference/Consultation</li> </ol> <p>REFLECTION 5 DUE</p>
Week 7 [October 7 – 13]	<ol style="list-style-type: none"> <li>1. Online Conference/Consultation</li> </ol> <p>REFLECTION 6 DUE</p>

Week 8 [October 14 – 20]	1. Online Conference/Consultation REFLECTION 7 DUE
Week 9 [October 21 – 27]	1. Online Conference/Consultation REFLECTION 8 DUE
Week 10 [October 28 – November 3]	1. Online Conference/Consultation REFLECTION 9 DUE
Week 11 [November 4 – 10]	1. Online Conference/Consultation REFLECTION 10 DUE
Week 12 [November 11 – 17]	1. Online Conference/Consultation 2. Reflection Analysis Prompt and Discussion / Activity a. I may be out of town at a conference; we may need to reschedule (Prior to or after Friday). REFLECTION ANALYSIS FREEWRITE & LOOPING BRAINSTORMS DUE (Sunday).
Week 13 [November 18 – 24]	1. Online Conference/Consultation REFLECTION ANALYSIS DUE
Week 14 [November 25 – December 1]	<b>THANKSGIVING &amp; FALL HOLIDAY</b> 1. Conference/Consultation will need to be moved to Saturday (30 <sup>th</sup> ) or Sunday (1 <sup>st</sup> ) a. Prompt for Inquiry Paper and Discussion of Assignment Goal b. Moving from Analysis to Inquiry
Week 15 [December 2 – 8]	1. Online Conference/Consultation INQUIRY PAPER BRAINSTORM DUE (Sunday)
Week 16 [December 9 – 15]	1. Online Conference/Consultation INQUIRY PAPER <i>DRAFT</i> DUE FOR FEEDBACK
<b>FINALS WEEK</b> Week 17 [December 16 – 22]	1. Online Conference/Consultation INQUIRY PAPER DUE