

# Syllabus for English 1A: College Composition

## Course Information

Semester & Year: Spring 2020

Course ID & Section #: ENGL 1A-E8674

Instructor's name: Dr. Sean Thomas

Day/Time: T/Th 8:00-10:15

Location: Humanities 114

Number of units: 4

## Instructor Contact Information

Office location: Science 216-I

Office hours: Thursday, 10:30 - 11:30

Phone number: (707) 476-4324

Email address: sean-thomas@redwoods.edu

## Required Materials

Textbook title: From Inquiry to Academic Argument: A Text and Reader

Edition: 4<sup>th</sup>

Author: Stuart Greene and April Lidinsky

ISBN: 9781319071233

Other requirement: 1) Basic keyboarding and computer skills for word processing, electronic research and Canvas navigation and discussions; 2) USB flash drive; 3) notebook for in-class notetaking and other reading/writing journal activities.

## 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.

## Course Student Learning Outcomes

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

I will utilize a “contract grading” method for assigning final grades at the end of the semester. This method allows you to earn a grade based upon your dedication and effort to the course work. Listed below are the guidelines we will use as the grading policy for the course.

In order to earn the grade of “A” in this course, you must meet the following requirements:

1. attend class regularly—not missing more than three classes;
2. meet due dates and writing criteria for all major assignments;
3. participate in all in-class exercises and activities with frequent meaningful contributions;
4. complete all informal, low stakes writing assignments with thoughtful, developed expression (e.g. journal writing or Canvas writing);
5. demonstrate active reading strategies and a thoughtful commentary when discussing the reading assignments in class.
6. give thoughtful peer feedback during class workshops and work faithfully with your group on other collaborative tasks (e.g., sharing papers, commenting on drafts, peer editing, Canvas discussion boards, answering peer questions);
7. sustain effort and investment on each draft of all papers;
8. make substantive revisions when the assignment is to revise—extending or changing the thinking or organization—not just editing or touching up;
9. copy-edit all final revisions of main assignments until they conform to the conventions of edited, revised English;
10. attend conferences with the teacher to discuss drafts;
11. submit your mid-term and final portfolio, including substantial and highly-polished revisions of all major writing assignments and a well-developed self-reflection paper.

In order to earn the grade of “B” in this course, you must meet the following requirements:

1. attend class regularly—not missing more than four classes;
2. meet due dates and writing criteria for all major assignments;

3. participate in all in-class exercises and activities with occasional meaningful contributions;
4. complete all informal, low stakes writing assignments (e.g. journal writing or Canvas writing);
5. complete all assigned readings and demonstrate active reading strategies through annotation, questions, or commentary;
6. give thoughtful peer feedback during class workshops and work faithfully with your group on other collaborative tasks (e.g., sharing papers, commenting on drafts, peer editing, Canvas discussion boards, answering peer questions);
7. sustain effort and investment on each draft of all papers;
8. make substantive revisions when the assignment is to revise—extending or changing the thinking or organization—not just editing or touching up;
9. copy-edit all final revisions of main assignments until they conform to the conventions of edited, revised English;
10. attend conferences with the teacher to discuss drafts;
11. submit your mid-term and final portfolio, including careful revisions of all major writing assignments and an insightful self-reflection paper.

In order to earn the grade of “C” in this course, you must meet the following requirements:

1. attend class regularly—not missing more than five classes;
2. meet due dates and writing criteria for all major assignments;
3. participate in all in-class exercises and activities;
4. complete all informal, low stakes writing assignments (e.g. journal writing or Canvas writing);
5. complete all assigned readings using active reading strategies;
6. give thoughtful peer feedback during class workshops and work faithfully with your group on other collaborative tasks (e.g., sharing papers, commenting on drafts, peer editing, Canvas discussion boards, answering peer questions);
7. sustain effort and investment on each draft of all papers;
8. make substantive revisions when the assignment is to revise—extending or changing the thinking or organization—not just editing or touching up;
9. copy-edit all final revisions of main assignments until they conform to the conventions of edited, revised English;

10. attend conferences with the teacher to discuss drafts;
11. submit your mid-term and final portfolio, including revisions of all major writing assignments and a satisfactory self-reflection paper.

## Prerequisites/co-requisites/ recommended preparation.

Placement into English 1A is determined by the default AB705 guidelines or guided self-placement.

## Institutional Policies

### 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 \(Links to an external site.\)](#). 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

## Admissions deadlines & enrollment policies

Fall 2019 Dates

- *Classes begin: 1/18/20*
- *Martin Luther King Jr. Day (all-college holiday): 1/20/20*
- *Last day to add a class: 1/24/20*
- *Last day to drop without a W and receive a refund: 1/31/20*
- *Census date: 2/3/20 or 20% into class duration*
- *Lincoln's Birthday (no classes): 2/14/20*
- *Last day to petition to file P/NP option: 2/14/20*
- *President's Day (all-college holiday): 2/17/20*

- *Last day to petition to graduate or apply for certificate: 3/05/20*
- *Spring break (no classes): 3/16/20-3/21/20*
- *Last day for student-initiated W (no refund): 4/3/20*
- *Last day for faculty initiated W (no refund): 4/3/20*
- *Final examinations: 5/9/20-5/15/20*
- *Semester ends: 5/15/20*
- *Grades available for transcript release: approximately 6/1/20*

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 \(Links to an external site.\)](#)) 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 \(Links to an external site.\)](#) and on the [College of the Redwoods website \(Links to an external site.\)](#).

## 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 \(Links to an external site.\)](#)) 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 \(Links to an external site.\)](#) and on the [College of the Redwoods website \(Links to an external site.\)](#).

# Information for this Class

## Class participation and Attendance policy

Please see the grading contract for specific information about class participation and attendance.

## Class schedule

Below is a tentative schedule of reading assignments and due dates for the semester. Additional reading assignments will be added to the requirements as needed, and assignments may be modified to suit the needs of the class as it moves through the semester.

Week	Date	Read and annotate BEFORE class	Assignments/Due Dates
1	1/21		
	1/23	Chapter 1 <i>From Inquiry</i>	
2	1/28	Chapter 2 <i>From Inquiry</i>	
	1/30		<b>Literacy Narrative Due</b>
3	2/4	Chapter 3 <i>From Inquiry</i>	
	2/6		
4	2/11	Chapter 4 <i>From Inquiry</i>	
	2/13		<b>Rhetorical Analysis Due</b>
5	2/18	Chapter 5 <i>From Inquiry</i>	<b>Timed Essay</b>
	2/20	Chapter 7 <i>From Inquiry</i>	
6	2/25	Chapter 6 <i>From Inquiry</i>	
	2/27		<b>Summary Paper Due</b>
7	3/3	Chapter 8 <i>From Inquiry</i>	
	3/5		
8	3/10	Chapter 10 <i>From Inquiry</i>	
	3/12		<b>Synthesis Paper Due</b>

9	3/24	Chapter 13 <i>From Inquiry</i>	<b>Timed Essay</b>
	3/26	Chapter 9 <i>From Inquiry</i>	
10	3/31	Chapter 11 <i>From Inquiry</i>	<b>Research Proposal Due</b>
	4/2	Chapter 12 <i>From Inquiry</i>	
11	4/7	Chapter 17 <i>From Inquiry</i>	<b>Annotated Bibliography Due</b>
	4/9	Chapter 17 <i>From Inquiry</i>	<b>Ch. 17 Inquiry Questions Paper</b>
12	4/14	Chapter 19 <i>From Inquiry</i>	
	4/16	Chapter 19 <i>From Inquiry</i>	<b>Ch. 19 Inquiry Questions Paper</b>
13	4/21	Chapter 15 <i>From Inquiry</i>	<b>Researched Argument Due</b>
	4/23	Chapter 15 <i>From Inquiry</i>	<b>Ch. 15 Inquiry Questions Paper</b>
14	4/28	Chapter 16 <i>From Inquiry</i>	
	4/30	Chapter 16 <i>From Inquiry</i>	<b>Ch. 16 Inquiry Questions Paper</b>
15	5/5	Chapter 18 <i>From Inquiry</i>	
	5/7	Chapter 18 <i>From Inquiry</i>	<b>Ch. 18 Inquiry Questions Paper</b>
<i>Final</i>	Tue 5/12 8:30-10:30		<b>Timed Essay and Portfolio Due</b>

Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records \(Links to an external site.\)](#) 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 \(Links to an external site.\)](#).

## 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 8 digit birth date

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas Help for students: [https://www.redwoods.edu/online/Help-Student \(Links to an external site.\)](https://www.redwoods.edu/online/Help-Student)

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

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

**Note: Students can obtain a free [Office 365 license \(Links to an external site.\)](#) (includes Word, Excel, PowerPoint and more) with a valid CR email.**

Necessary Computer Skills: Word Processing; Email; Electronic Research; Accessing Canvas for Information and Assignment Submission.

Technology Support: Before contacting Technical Support please visit the [Online Support Page \(Links to an external site.\)](#). 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.

## Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> (Links to an external site.) and selecting 'Students' then 'Academic Profile' then 'Current Information Update.' Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page \(Links to an external site.\)](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- 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.

## Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online \(Links to an external site.\)](#) (Comprehensive information for online students)
- [Library Articles & Databases \(Links to an external site.\)](#)
- [Canvas help and tutorials \(Links to an external site.\)](#)
- [Online Student Handbook \(Links to an external site.\)](#)

[Counseling and Advising \(Links to an external site.\)](#) offers academic support and includes academic advising and educational planning

Learning Resource Center includes the following resources for students

- [Academic Support Center \(Links to an external site.\)](#) for instructional support, tutoring, learning resources, and proctored exams.
- [Library Services \(Links to an external site.\)](#) 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 \(EOPS\) \(Links to an external site.\)](#) 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 \(Links to an external site.\)](#) or in [Del Norte \(Links to an external site.\)](#)
- The [Veteran's Resource Center \(Links to an external site.\)](#) 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 \(Links to an external site.\)](#) helps students succeed in transferring to a competitive four-year school.