

**Course Information**

Semester & Year: Spring 2020

Course ID & Section #: ENGL 1A E8685

Instructor's name: Jonathan Maiullo

Day/Time or \*Online: T/Th 5:00-7:05

Location or \*Online HU 106

Number of units: 4

**Instructor Contact Information**

Office location or \*Online: HU 119

Office hours: Th 7:05-8:05

Phone number: 517-474-2219

Email address: jonathan-maiullo@redwoods.edu

**Required Materials**

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

Textbook Title: Travel as a Political Act

Edition: 2nd Edition

Author: Steves, Rick

ISBN: 9781631217630

Other requirement: [materials, equipment or technology skills]

**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**

- a. Cognitive reading logs 10%
- b. Reading presentations 10%
- c. Travel as a Political Act presentations: 10%
- d. In class activities, attendance and homework: 20%
- e. Essays 50%

**\*Note, no Ds are awarded for ENGL 1A. You must have a C or above to pass. 2**

**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**

N/A

**\*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 HU 119. 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.

I respond to messages on canvas within 12 hours on weekdays and 24 hours on weekends.

**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**

N/A

## **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**

## **Contents**

Institutional Policies5

Special accommodations statement (*\*required for online classes*)5

Student Access (*\*required for online classes*)5

Admissions deadlines & enrollment policies5

Academic dishonesty6

Disruptive behavior6

Policies for this Class6

Class participation and Attendance policy6

Communication Guidelines6

Regular effective contact (*\*required for online classes*)7

Policies - additional7

Information for this Class8

Class schedule8

Recommended textbooks & other materials9

Proctoring (*\*required for online courses*)9

Preferred Name in Canvas9

Canvas Information9

Technology skills, requirements, and support (required for online classes)9

Gender-Inclusive Language in the Classroom10

Emergency procedures / Everbridge10

Del Norte Campus Emergency Procedures10

Klamath Trinity Campus Emergency Procedures10

Student Support Services11

# 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, 1<sup>st</sup> 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

- *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](#)) 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.

### Communication Guidelines

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. 7

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*)

N/A

## Policies - additional

### Late Assignments:

I accept late essays, but note that without a rough draft, you will lose points for revision. All other assignments, because they reflect participation, will **not be accepted**. That being said **there are always ways to get assignments in on time**. If you have to miss a class, let me know beforehand and you can turn in work on Canvas **the day it's due**.

### 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.

### 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.

## A Note on Community

An integral part of good writing is critical thinking and critical thinking flourishes when various viewpoints are represented. In a room full of people that agree with a topic, there is no reason to doubt its truth. Likewise, if everyone disagrees, there is no reason to consider why it would be worth thinking about. Different viewpoints allow us, as a class, to approach each topic as something worth thinking about. Please challenge yourself to add your voice to the conversation.

In order to give everyone a place in our conversation, we will be telling stories from our lives before the class at the end of the fourth week. My hope is that after you've shared something about yourself—which you'll have time to consider and revise—you'll feel more comfortable expressing your opinion.

Anxiety over speaking in front of the class is **normal**. Very few people actually enjoy speaking in front of a group, but in a class that's focused on building a discourse community and having conversations about important questions, it's very important for us to do this and I genuinely believe that the more you speak in front of your peers, the more comfortable you'll become doing it—as it's a skill required for many jobs, it's certainly a good thing to begin practicing. If this idea, gives you extreme anxiety, the kind that's debilitating, then please come and talk to me. **It's your responsibility to contact me about this.**

# Information for this Class

## Class schedule

Class and date	Instructional Concept	Reading to be discussed	Essays (assigned and due)
<b><u>Unit 1: College-level reading and writing:</u></b>			
<i>Central Question: What does the writing process look like for a college-level paper?</i>			
1	Discourse Community	Learning to Read- Malcolm X	
2	Metacognition-reading strategies	Hillbilly Elegy (excerpt) Vance	
3	Peer Review/ Errors—academic writing	Politics and the English Language- Orwell	
4	Building Your Voice	The Other Side Isn't Dumb	
5	Recursivity	Shitty First Drafts	
6	Narrative Structure	All Over but the Shoutin; (Excerpt) - Bragg	Essay 1 assigned
7	Peer Review and Revision	Quiet Fire	
8	Peer Review		
<b><u>Unit 2: Rhetorical situation and questions that matter</u></b>			
<i>Central Question: Besides topic, what do we take into consideration when we write?</i>			
9	Rhetorical situation: Audience and Appeals	Letter from a Birmingham Jail Pt. 1 - Pg. 6	Essay 1 Due
10	Rhetorical Situation: Purpose	Letter from a Birmingham Jail Pt. 2 Pg. 11	Essay 2 Assigned
11	Thesis		
12	Peer Review		
13	Transitions	Blue Collar Brilliance - Rose	
<b><u>Unit 3: Academic Inquiry</u></b>			
<i>Central Question: Why are some arguments better than others?</i>			
14	Questions at issue	Travel as a Political Act Chap. 1 -Steves	Essay 2 Due
15	Entering the conversation		
16	Source Integration	Msinga. Pt. 1-Pg. 57	Essay 3 Assigned
17	MLA Style; Primary and secondary sources	Msinga Pt 2-Pg. 78	
18	Source Credibility	Msinga Pt. 3-Pg. 94	
19	Counterpoint	Msinga Pt. 4-Pg.111	
20	Larger Issues	Don't Blame the Eater-	



		Zinczenko	
21 and 22	<b>Essay 3 Conference Week</b>		
23	Peer Review		
<b>Unit 4: Close Reading</b>			
<i>Central Questions: What is earned assent and how does it work?</i>			
24	Close reading	TPA: Homecoming	Essay 3 Due
25	Close reading	TPA: Yugoslavia	Essay 4 Assigned
26	Close reading	TPA: Europe	
27	Close reading	TPA: El Salvador	
28	Close reading	TPA: Turkey	
29	Close reading	TPA: Iran	
Final:	Class Reflection		Essay 4 Due

### Recommended textbooks & other materials

N/A

### Proctoring (\*required for online courses)

N/A

### 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 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>

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

### 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](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 / 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> 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](#).

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.

### 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](#).

### 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.