

Course Information

Semester & Year: Spring 2020
Course ID & Section #: E8688/048688
Instructor's name: Ms. Shannon Mondor
Day/Time: Monday & Wednesday from 10:15 AM to 12:20 PM
Location: Humanities Building, room 114
Number of units: 4

Instructor Contact Information

Office location: LRC 103—a computer lab where you can come do work and ask questions as they arise
Office hours: Each Wednesday from 12:30 PM to 2:30 PM.
Phone number: N/A. Please contact me via email using the address below or through Canvas.
Email address: shannon-mondor@redwoods.edu

Required Materials

(#1) Textbook Title: <i>Between the World and Me</i>
Edition: Spigel and Grau, 2015. Paperback or hard cover.
Author: Ta’Nehisi Coates
ISBN: 9780812993547
(#2) Textbook Title: <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i>
Edition: The New Press, 2020 paperback 10 th anniversary edition.
Author: Michelle Alexander
ISBN: 9781620971932
(#3) Textbook Title: <i>White Fragility: Why It’s So Hard to Talk to White People About Race</i>
Edition: Beacon Press, 2018.
Author: Robin DiAngelo
ISBN: 9780807047415
(#4) Textbook Title: <i>Academic Writing Now: A Brief Guide for Busy Students</i>
Edition: Broadview Press, May 18, 2017.
Author: David Starkey
ISBN: 9781554813803

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)

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

Students must earn a final grade of 70 percent to pass the class. No Ds are awarded for English 1A.

<u>Major Essay Grades and Final Course Grades</u>	<u>Point Values</u>
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
F	0-69

Your final course grade includes all the required reading and writing assignments as well as your preparedness, attendance, engagement, in-class work, contributions to discussion, and collaboration. Details about expectations and evaluation criteria are provided later in the syllabus, on Canvas, and in specific assignment directions that will be explained in depth during class.

- **Class Participation, Essay #3, and Short Formal & Informal Work** **20%**
(ICWs, attendance, discussion, preparation, engagement, group work, freewriting, etc...)
- **Reading (15 MRLs, 5 RRs, and vocabulary)** **40%**
- **Major Essay #1 Working Portfolio** **20%**
- **Major Essay #2: Persuasive Research Project (Annotated Bibliography required)** **20%**

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: In Eureka: 707-476-4280, Student Services Building, 1st floor.

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.

Admissions deadlines & enrollment policies

Spring 2020 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.

English 1A: College Composition Mondor/Spring 2020

REQUIRED TEXTS AND MATERIALS (Available at the online CR Bookstore & Amazon.com):

Required Texts (See links to these books on the Canvas page called "Required Books for Spring 2020"):

- ***Academic Writing Now: A Brief Guide for Busy Students***, David Starkey, Broadview Press, 2017, ISBN 978-1-55481-380-3. About \$27 new. Please be sure you get the latest edition with the 2016 MLA updates.
- ***Between the World and Me***, Ta-Nehisi Coates, Spiegel & Grau, 1st edition, July 14, 2015, ISBN 978-0-8129-9354-7. About \$14 new.
- ***White Fragility: Why It's So Hard to Talk to White People About Race***, Robin DiAngelo, Beacon Press, 2018, ISBN 978-0-80704-741-5. About \$12 new.
- ***The New Jim Crow: Mass Incarceration in the Age of Colorblindness***, Michelle Alexander, The New Press, 2020, 10th Anniversary Edition, ISBN 978-1-62097-193-2. About \$15 new.
- All other course texts and readings will be distributed in class and/or made available via Canvas.

Required Materials, Routines, and Attitude:

- **Daily access to a computer, a printer, and the Internet** (Be prepared to access Canvas every day.)
- **An active CR email account** that you check regularly for messages and announcements
- The ability to post and submit **Microsoft Word** compatible documents or .pdfs.
**Students can obtain a free [Office 365 license](#) (includes Word, Excel, PowerPoint and more) with a valid CR email.
- **Writing supplies to bring to every class:** pens/pencils, 2 different colored highlighters, 8 ½ x 11 lined paper
- A **stapler** to use on any assignments containing more than a single piece of paper
- At least 1 **folder** of your choice (For submitting work in each Major Paper's Working Portfolio)
- A **3-ring binder** (1 inch or larger) with divided sections (to save and organize your work & handouts from this course).
- A **USB Flash drive** for archiving your work. Back up all your files in a few different ways—email, Google Drive, Canvas, keeping paper copies, a USB/flash drive, etc...Also be sure to develop a good naming system so you can find the appropriate files when needed.
- Dedicated chunks of **time** set aside in your weekly schedule/planner to devote to completing the work of our class—doing some work each day will help prevent you from feeling overwhelmed the nights before class meets.
- A **growth mindset**, which will allow you to take risks, try new things, and stretch your abilities through experimentation, dedication, commitment, trial & error, feedback, and reflection. You can do this. I believe in you. You need to believe you can succeed in this course as well, especially when it gets tough. Don't give up! Ask for help.
- Willingness to ask questions, offer insights and observations, think out loud, write in your books, share ideas still in process, and figure out where you stand on issues through class discussion and writing. **Be present and engaged.**

COURSE DESCRIPTION AND OVERVIEW

Students will develop and refine their abilities to read critically and to recognize and recreate the qualities of effective writing appropriate for the college level. Students will produce writing based on observation, experience, discussion, analysis of texts and readings, reflection, and research. Students will analyze and produce diverse genres, with attention to how reading and writing strategies and techniques are used to achieve intended purposes in different rhetorical situations. Students will develop skills associated with the collaborative nature of writing and critique, which will include understanding writing as a recursive, rhetorical, and social process. Metacognition and reflection form the core elements of this course, since they deepen our insights and critical abilities with language. Active and informed participation of all students is essential to our work. Lectures will be scarce, so come prepared to engage, debate, think deeply, analyze, and discuss a variety of perspectives. Ideally, students in this course should form a community of supportive, engaged writers who take responsibility for learning, who make appropriate and effective rhetorical choices, who compose strong, relevant arguments featuring analytic claims supported with credible evidence and intentional rhetorical appeals, and who are committed to improving each other's writing and thinking.

Our course theme: **Citizenship in America—**

Colorblindness, Racial Inequality, and Mass Incarceration

In this course, we will examine and write about race and citizenship in American life. Many recent tragic events highlight the disconnect between our nation's noble democratic ideals of equality and fairness and the lived experience of many of our citizens and residents, especially those who are poor and people of color. Race and racism remains a topic that concerns, interests, frustrates, unnerves, and also confuses many people in this country. Over one hundred and fifty years after the end of the Civil War and more than fifty years since the Civil Rights Movement, it is still exceptionally challenging for most Americans to talk about race: openly addressing issues involving race and deepening our understanding of racial inequality, its causes, and consequences makes many (white) people feel personally uncomfortable or threatened and potentially vulnerable to accusations of racism or prejudice. People of all colors feel anger, pain, resentment, guilt, shame, blame, confusion, and/or denial while thinking about issues of racial inequality, which only contributes to the silence and exaggerates the awkwardness of our often uninformed attempts to talk about it. We need to get better at talking and writing about sensitive issues from an informed perspective. The course theme has been chosen to help us do that.

The enduring legacies of past and present wrongs complicate how we each feel about who should be considered responsible or to blame, who has benefitted (and continues to), and what can and should be done to repair and rectify the inequalities, injustices, mutual mistrust, and continued pain and suffering Americans experience due to persisting systemic racism, unconscious/implicit bias, unearned privileges, micro-aggressions, and personal biases and prejudices.

We will need to be gentle, kind, and respectful to each other as we examine these sensitive issues, but we will also need to push beyond our comfort zones to achieve new intellectual and empathetic insights. It is okay to feel uncomfortable as we navigate these conversations; that discomfort and uncertainty is an expected and important part of learning and challenging ourselves in new ways that will ultimately foster deeper compassion, awareness, and understandings of complex experiences regarding race, diversity, effects of social inequality, and mass incarceration. Taking risks can lead us all to valuable new insights, perspectives, and relationships, so I encourage you to be brave and participate as thoughtfully as possible. College is the place to hone these skills, where critical analysis and credible information is key to making and supporting sound arguments about issues that matter in our daily lives.

While individual acts of hateful bias and violent, explicit racism have greatly diminished when compared to earlier eras in history, and important legal victories have been secured, systemic inequalities remain integral to our largely segregated American political, economic, criminal justice, law enforcement, education, housing, and employment experiences and opportunities. In very recent years, an angry backlash of explicitly violent and racist expressions of supremacy seems to be on the rise. In the absence of substantive, critical, and honest inquiry into and exploration of race and how it functions in our society (in institutions, communities, families, and our personal lives), many implicit biases have only intensified as they have been pushed further from our conscious attention and scrutiny. These lingering, often unacknowledged biases routinely lead to unfair and discriminatory treatment, simultaneously impeding personal achievements and preventing us all from living in and contributing to a truly democratic society that values and respects its diverse members. Analyzing

persistent racial and social inequality, unconscious biases, conscious prejudices, micro-aggressions, and unexamined power dynamics together using critical academic, rhetorical, and intellectual inquiry can allow us to begin to know how to intervene positively in our daily personal and institutional lives, should that be or become a goal as individuals or a group.

It is my hope that looking critically at how race functions in our current society (and how race intersects with other aspects of our identities, such as gender, class, sexuality, etc...) can help us better understand how to actively work for and promote the freedom, equality, integrity, and justice for all as promised in our country's founding documents. Our inquiry this semester has very real consequences for ourselves and society. What we achieve on these fronts will largely depend on our individual and collective willingness to listen, learn, sit with discomfort, and confront our own experiences and preconceptions of what race means and what it does in our own lives and the wider world. I invite you to embrace what I expect will be a difficult and challenging process of questioning, learning, and discovery. There is room for each person to arrive at his or her own conclusions, and where each one of us winds up at the end of this semester will depend on where we're starting and how vulnerable and open we are willing to allow ourselves to be throughout this learning process.

Course Requirements:

In college classes, for every hour spent in class, students should expect to spend a minimum of 2 hours working outside of class. For this 4-hour per week class, expect to spend **at least** 8 additional hours reading and writing to earn an average grade. Please dedicate enough time in your schedule to succeed in meeting the requirements. Earning excellent grades will likely involve investing much more time and effort than the expected minimum.

Major assignments for English 1A include:

- Reading the 3 required books and using the 4th book as support as needed for your writing projects.
- 5 Reading Responses (minimum of 600 words each).
- 15 Metacognitive Reading Logs (MRLs—basically notes on what you take away from your reading).
- Two Major Papers (1250+ words) & accompanying Working Portfolios (required process assignments), one based on your reading of *Between the World and Me* (MP #1) and the other based on *White Fragility* (MP #3).
- Major Paper #2: A Persuasive Research Project (1500+ words) on a topic related to Michelle Alexander's book *The New Jim Crow* and requiring a variety of written genres (proposal, annotated bibliography, analytical paper featuring MLA style and a Works Cited).
- Active, engaged, regular, thoughtful, and informed participation in class discussion and activities such as reading, writing, thinking, reflecting, and collaborative work done alone, in pairs, and in small and large groups.
- Peer Response Groups: Class time to participate in respectful, critical response to peer writing in small groups, typically once for each major essay.

Meeting Deadlines:

Due Dates for all assignments are in the course calendar, which will be distributed the first week of classes, and will also be available on Canvas. **All assignments are due in properly formatted hard copy (paper) form at the beginning of class.** Most assignments also need to be posted to the appropriate Canvas location (in that week's module and the assignments link) by midnight of the due date. Submitting work online by midnight will not substitute for bringing paper copies to class and will not count as being submitted on time. While the Canvas assignment reminders will have a deadline of midnight, bring your work to class each day so that it's available to share and use in class discussion.

All three major papers must be posted to Canvas, where they will automatically be submitted to Turnitin.com as required by the English Department, in order to be eligible for a grade and feedback.

Missing due dates will result in grading penalties unless an extension has been granted in advance or unless official documentation excuses an absence. Assignments not submitted at the beginning of the class meeting of the day they are due will lose at least 10% for each 48 hours they are late. Assignments will not earn credit if submitted more than one week after the due date. Instructor feedback may not be provided on late work.

You will receive 3 late work passes that give you **one extra week** to submit one assignment with no late penalty. The passes cannot be used for a rough draft of a major paper, a peer review session, or the final assignment (MP #3). These passes are not transferable or able to be used for anything else but a one-week extension on the assignment of your choice. Plan accordingly to use these freebies for the best impact on your grades.

Please communicate with me before due dates to request extensions or alternate due dates should the need arise. For students current on course work and regularly attending class, occasional extensions may be provided. Such decisions will be at the discretion of the instructor and will be made on an individual basis. It helps to plan ahead if possible and communicate as soon as you anticipate problems that might need an accommodation to help you get back on track. Please stop by office hours or email me to get my help in creating a plan for succeeding, especially if you fall behind and feel lost or unsure of what the best plan of action is. Most often, it's best to cut your losses and resume keeping pace with what's due next in the course (not trying to make up work we've already left behind). But come talk to me anytime.

Expectations—Stay on top of your work:

Because details of your homework and assignments will be explained and handed out in class when they are assigned, your **regular attendance is crucial** for success in the course and for understanding the expectations of individual assignments. Extensive independent reading and writing will be necessary for each class meeting, where you will often work individually or in small groups using the materials you've been asked to prepare. Often, you will generate or revise writing assignments during class using new techniques modeled for you. We will always discuss the reading assigned for each class. I expect you to write in your books, take notes while you read and have something to say or ask about the readings, and also to look up words and references you don't know yet or understand. Even better, bring questions about what you want to understand more fully. Coming prepared is important to make the most of our limited time together.

Students are responsible for coming to class on time and prepared, for knowing when things are due, for following the schedule and the syllabus policies, for asking questions about things they don't understand, and for contributing to an energetic and respectful learning community. Your contributions will help shape the vibe and community of our class, making them crucial. By enrolling in this section of English 1A, you are committing to meeting our course goals and must be willing to participate in the activities, assignments, and techniques involved. Don't just take up space: learn and grow.

Genuine learning often involves discomfort with new and unfamiliar ideas and processes—expect to think deeply about challenging, complex issues concerning racial inequality, citizenship, and mass incarceration—none of which have simple answers. You must be willing to think critically about these topics. Expect to stretch your intellectual, human, and rhetorical capabilities. I will be pushing you into unfamiliar territory as a matter of intentional design. How much you learn and how much your writing, reading, and critical thinking improves will depend on the intensity of your commitment, your willingness to interact and collaborate with each other, and your sincere engagement in academic and personal inquiry and reflection. Members of this class are expected to show basic respect and tolerance for each other, but it is my hope you come to enjoy each other's unique strengths and gifts. We will undoubtedly hold and explore different views, but that should not prevent us from listening to and learning from each other in a respectful space.

Please conduct yourself in a respectful, professional manner appropriate for a college classroom. Students whose behavior is disruptive or disrespectful will be asked to leave if a polite reminder doesn't restore productive learning space.

The Working Portfolios:

Each of the three major papers will be submitted in a folder along with all the smaller assignments and drafts that have contributed to its development. **Save both electronic and paper copies of your work.** The Working Portfolio serves to guarantee the intellectual integrity of your work by providing a record of your ideas, labor, and efforts developing each assignment specifically for this course. The Working Portfolio can document and archive your developing writing process and also safeguard against charges of plagiarism. Each Working Portfolio will have a cover sheet detailing point values for the required individual assignments. Your essays will go through a scaffolded process involving many smaller pieces that help build the end product, not just be a one-shot deal you jam out the night before something is due.

Paper Format & Preparation:

Unless the writing occurs in class, all work you submit must be ready at the start of class on the due date. This is true even if the Canvas assignment says it is due by 11:59 that evening. I will usually not collect work until the end of class, since you'll need it for reference and discussion that day. Plan to have your assignments printed and ready to submit by 10:15 AM. Work out a good strategy for having your documents ready at the beginning of class.

Papers should be typed using a standard 12-point double-spaced font (Times or Calibri are great choices) with one-inch margins and **must be stapled**. For every assignment you turn in, unless I indicate otherwise, use a single-spaced heading that includes your name, the instructor's name, the course number and section, the assignment, the date, and the word count. Please type this heading on the **left side** of the first page of every out of class assignment. The required heading does not need to be inside an actual header.

Example Heading: Student Name
 Ms. Shannon Mondor
 English 1A—10:15 AM Section
 Reading Response #4—Coates, Part 2
 January 29, 2020
 Word Count: 623

Canvas:

Canvas will be used extensively in this section of 1A. The online portion of our course will be organized by weekly modules where you will be able to post assignments, access copies of documents handed out in class, and explore additional resources and links related to our course material. Please make it a habit to visit the site and explore what it contains.

Add a picture to your profile so that we can all have an easier time learning and using names in class. I will update the grade book every three weeks or so, which will allow you to keep track of your progress. But please be advised that significant portions of the course grade will not be earned until well into the semester. Zeroes will typically damage your grade severely and are hard to recover from. It is always better to submit some work, even if it's not perfect, than skip entire assignments. Use the late passes to help catch up on missing work. Do one thing at a time to keep from feeling overwhelmed. And don't be shy about asking for help, advice, feedback, or an extension if you know you need it.

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

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

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.

Grading Policy and Criteria:

Students must earn a final grade of 70 percent to pass the class with a C. No Ds are awarded for English 1A.

Major Paper Grades and Final Course Grades	Point Values
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
F	0-69

Your final course grade includes all the required reading and writing assignments as well as your preparedness, engagement, attitude, attendance, collaboration, in-class work, presentations, contributions to daily discussion, and Peer Response Groups. Details of assignments in each category are on Canvas. More details about assignments, expectations, and procedures are provided in individual assignment directions.

- **Class Participation, Essay #3, and Short Formal and Informal Work** (see below for more details) **20%**
(ICWs, attendance, discussion, preparation, engagement, group work, freewriting, etc...)
- **Reading (15 MRLs, 5 RRs, and vocabulary)** **40%**
- **Major Essay #1 Working Portfolio** **20%**
- **Major Essay #2: Persuasive Research Project (Annotated Bibliography required)** **20%**

Attendance Requirements & Participation Expectations:

Since regular attendance is a critical factor in student success, students at the college are expected to attend all sessions of each class in which they are enrolled. Attendance is mandatory for this class. I will take attendance at every class meeting. If you are absent, make arrangements to submit your work on time, either electronically to Canvas or by sending work with another student. Email me to keep me informed. It's not necessary to tell me why you're absent, just that you're going to be missing class and when you plan to return. Also, make contacts and exchange information with a few classmates so that you can find out about any new work assigned or changes in the schedule before returning to class to avoid missing assignments or falling behind. If you anticipate needing to miss a lot of classes, for whatever reason, please consider registering for an online section of this class. You need to be present to accomplish our goals.

Students who miss all or part of the first week of classes without contacting the instructor will be dropped. If you come to class late, check in with me before leaving class to be sure that I have recorded your attendance. Getting to class more than 15 minutes late may count as an absence, especially if it becomes a habit.

Being regularly absent, late, or unprepared for class will severely damage your ability to pass this course. Chronic lack of preparedness or a pattern of not arriving on time will reduce your progress and achievement substantially. Showing up on time and ready to work, with the reading and your assignments complete, is a crucial aspect of being successful in this course. Please be advised that if you miss more than 30% of classes (6 classes out of 20 meetings) prior to week 10, I may drop you from the roster.

Class participation and Attendance policy—a detailed explanation of this 20% of your grade:

- **Informal In-class Activities:**

Class will typically involve individual, partner, or small group work and activities involving reading, discussing, and writing. All of these activities are designed to help students gain skills needed to be successful in meeting the class outcomes; to become stronger in their self-advocacy, confidence, and independent learning; to engage in inquiry; to become better at collaborative learning; and to improve habits of the mind and behaviors used by effective and successful college students. Embracing these activities and being prepared to do so in a way that leads to the intended learning, production, and sharing of ideas will help determine the number of participation points you earn out of 5 each day.

- **Daily In-class Writing (ICW):**

The first 10 minutes of class will usually involve students writing in response to a prompt. The classroom door will be closed during this time to avoid interruption of our concentration and focus. If you arrive late, I will let you in after the ICW is complete, and you will not earn points for the ICW that day. These points cannot be made up, unless your absence is officially excused, which will require documentation. Please do everything in your power to arrive on time each day.

- **Participation, Preparedness, and Persistence:**

Unlike in high school, where you may not have needed to work much outside of class time to produce strong enough work to pass, this class has high expectations and will require extensive time outside of class to be successful. Not everything will be easy or fun, but every activity and assignment has a purpose designed to help you improve. None of it is busy work. With time, I hope you will come to see learning challenges as fun, and meeting them as deeply satisfying. Learning is power. Every day, you should arrive on time, having done the homework, read the assigned pages, written and printed the required materials, and after all of that, be ready to talk about the ideas in the texts and in your head, connecting them to your experiences. Persistence is hanging in there through all of the tough spots, not giving up when you feel like it's too hard, asking for help when you know you need it, and pushing through obstacles and challenges, understanding that coming out the other side of them will mean you are growing, learning, and making something valuable happen from the time you invest in our course. These attitudes and behaviors are what separate success and failure in college, so make it your goal to practice them like you've never done before. Doing a little work each day will help you keep on track.

Earning participation and ICW points: Participation is evaluated as part of your course grade on a daily basis by earning up to five points for each class meeting. To earn 5 points, a student must arrive on time, fully prepared with any assignments due printed out and properly formatted, having read and thought about assigned reading or writing, and contribute in positive ways to the class discussion, activities, and community. Any deviation from full punctuality, preparedness, or positive contributions will result in fewer points, as will negative types of participation such as having side conversations, or being on the phone or off task. You will be asked to reflect on and help evaluate this part of your grade every three weeks, so keep track of what we're doing in class to help make a strong case for yourself.

Two points each day are earned by completing the in-class writing activity (ICW) that occurs during the first 10 minutes of each class. Daily ICW and participation points cannot be made up or earned in any way except by being present, prepared, and participating during regularly scheduled class and lab times.

Other Important Matters:

Unplug: Please leave your personal electronic equipment turned **OFF and out of sight** while this class is in session—unless you are using devices to enhance your learning or success in the course. Texting is not allowed in this class. Neither is listening to music, unless I indicate students can do so if they choose during a specific activity. Please remove headphones or earbuds during class. Disrespecting this policy may result in a request to surrender your phone for allowing dependence on technology to distract from or interfere with our work together. Repeated problems with this issue may result in me asking you to give up your phone to me or to leave class. Focusing on the tasks at hand is crucial for success; cell phones tend to be a huge distraction for the user and everyone else. Please avoid that common pitfall.

Write for a Public Audience: All graded writing done for this course should be of a public nature, meaning that you should feel comfortable sharing it with your peers, the instructor, and a wider public audience. Expect your writing to be read and responded to in diverse ways by a variety of readers—not just the instructor. All work submitted for credit in this class must have been created **expressly and exclusively** for this course. Unless you stipulate otherwise, I may use work produced in this class for professional or pedagogical purposes (as anonymous examples for future students or in professional conference presentations).

Get Connected: If you have questions or comments about the course, please share them with me. If you send an email, identify yourself by your name and the class section you are in and provide a context for your question or message so that I have enough information to give you a solid answer. I am open to negotiate *some* course policies and due dates based upon mitigating circumstances, but you must communicate with me in a timely manner in order for that to happen. Email is the best way to communicate with me. I check it daily. It may take me up to 48 hours to respond, especially if your question is complex or is sent at a late or very early hour, so please be patient. Please make it a habit to follow professional Netiquette in our electronic communications. Reviewing for tone, clarity, and professionalism is a good idea.

Institutional Policies and Support Services:

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
- Math Lab & Drop-in Interdisciplinary 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.

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](#).

[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.

Week	Monday	Wednesday
1	1//20 NO SCHOOL	1/22 <ul style="list-style-type: none"> • Course Overview & Theme: Antiracism • Freewriting • Interviews & Introductions • MRLs (metacognitive reading logs)
2	1/27 <ul style="list-style-type: none"> • MRL #1 DUE on Dweck • Discuss “Brainology,” Mindsets, & Success • Syllabus Q & A • Canvas Overview & Demo of posting • AWN Ch. 1, 2, 3 (15-64) • Writing Process Freewriting • Rhetoric—ethos, pathos, logos & kairos 	1/29 <ul style="list-style-type: none"> • Types of Racism/Inequality • MRL #2 DUE on Adler • Discuss “How To Mark A Book” • Personal Reading History • Introduce Reading Responses (RR) • Introduce Educational History and Mindset Essay • Prep. for reading Coates—preview book cover & TOC
3	2/3 <ul style="list-style-type: none"> • Educational History and Mindset Essay DUE • Analyze Richard Wright poem • Discuss Coates Part 1 (5-39) • MRL #3 DUE (5-39) • Practice/review RR 	2/5 <ul style="list-style-type: none"> • Discuss Coates Part 1 (39-71) • RR #1 DUE (5-71) • Post a profile picture to Canvas • Survival vocabulary • Reflect on participation weeks 1-3
4	2/10 <ul style="list-style-type: none"> • Discuss Coates Part 2 (75-132) • MRL #4 DUE (Part 2 75-132) • Introduce MP #1 & Brainstorm topics 	2/12 <ul style="list-style-type: none"> • Discuss Coates Part 3 (136-152) • RR #2 DUE (Parts 2 & 3 pp. 75-152) • Preview of <i>TNJC</i>—book cover, TOC, freewriting
5	2/17 NO SCHOOL	2/19 <ul style="list-style-type: none"> • MP #1 Key Concept Definitions Due • AWN Ch. 4 (69-80) & Ch. 6, 7, & 8 (103-149) • Thesis, Paragraph, & Essay Structure • MP #1 Development • <i>TNJC</i> preface to the 10th anniversary edition (ix-xlv) • MRL #5 Due (Alexander’s preface)
6	2/24 <ul style="list-style-type: none"> • <i>TNJC</i> preface to the 10th anniversary edition, foreword, preface, and Introduction (xlvii-23) • MRL #6 DUE (Introduction) • In class work with MP #1 Zero draft—bring a 750 word draft with a working thesis • Handout—“10 Response Techniques” • 	2/26 <p>No Class Today—Shannon is at a CAP Conference.</p> <ul style="list-style-type: none"> • Watch <i>The 13th</i> by Ava DuVernay (Link on Canvas). Take notes. • MRL #7 on <i>The 13th</i> • Reflect on participation weeks 4-6
	3/2 <ul style="list-style-type: none"> • <i>TNJC</i> Ch. 1 & 2 Discussion (25-120) • MRL #8 DUE • Discuss “10 Responding Techniques” for peer review 	3/4 <ul style="list-style-type: none"> • MP #1 Draft DUE/PRG • Bring 4 copies of your 1000 word draft • Handout: MP #1 Cover sheet • Descriptive Outlines & Revision Techniques
8	3/9 <ul style="list-style-type: none"> • MP #1 Peer Letters DUE • In class work with MP #1 draft • Post MP#1 working thesis & topic sentences to Canvas for Shannon’s feedback • 3 Revision Techniques DUE • Revision Tips for MP #1 (Bring latest draft) 	3/11 <ul style="list-style-type: none"> • MP #1 Working Portfolio Due today • Revised MP#1 & postwrites DUE to Canvas Fri. 3/13 • Introduce MP #2 • MP #2 Topic Brainstorming & Development • <i>TNJC</i> Ch. 3 Discussion (121-174) • MRL #9 DUE

	SPRING BREAK 3/16-3/20	
Week	Monday	Wednesday
9	3/23 <ul style="list-style-type: none"> • MP #2 Topic Proposal DUE • Annotated Bibliographies • Credible Sources • Database Demo • AWN Ch. 5 (83-98) & Appendix II (213-223) • TNJC: 5 vocab words and 3 questions DUE • TNJC Ch. 4 Discussion (175-220) • MRL #10 DUE 	3/25 <ul style="list-style-type: none"> • RR #3 DUE on TNJC ch. 3 or 4 • MP #2 Topic Approval • Independent Research Time • 1 Annotated Bib. Entry Draft DUE by Friday 3/27 • Annotated Bibliography Practice/MLA • Reflect on participation weeks 7-9
10	3/30 <ul style="list-style-type: none"> • Annotated Bibliography Troubleshooting • TNJC Ch. 5 Discussion (221-274) • MRL #11 DUE • In-class Revision Plan for MP #1 	4/1 <ul style="list-style-type: none"> • Annotated Bib. (2 new entries) & Works Consulted Cover Sheet DUE • Cubing • Justin Ford “Pedagogy of Privilege” video
11	4/6 <ul style="list-style-type: none"> • TNJC Ch. 6 Discussion (275-326) • MRL #12 DUE • RR #4 DUE on TNJC ch. 5 or 6 	4/8 <ul style="list-style-type: none"> • Annotated Bib (3 entries) & Works Consulted DUE • In-class Writing: Research Update (MP #2 Zero Draft 750 words) • Thesis development
12	4/13 <ul style="list-style-type: none"> • NO CLASS—Instructor Personal Day 	4/15 <ul style="list-style-type: none"> • MP #2 Draft DUE/PRG • Bring 3 copies of your 1000 word draft. Include Works Cited page. • Revision Techniques overview • Reflect on participation weeks 10-12
13	4/20 <ul style="list-style-type: none"> • Peer Response Letters DUE • Thesis Workshop: Bring a typed thesis & 2 arguable topic sentences to class • Developing MP #2 • Post MP #2 Working Thesis to Canvas 	4/22 <ul style="list-style-type: none"> • 3 Revision Techniques DUE • Review MLA Considerations • In-class work on MP #2—bring your draft • Integrating Quotes • Revision Tips
14	4/27 <ul style="list-style-type: none"> • MP #2 Working Portfolio DUE • Postwrites DUE • Preview DiAngelo’s <i>White Fragility</i> • DiAngelo videos/freewriting • Privilege Pledge Reflection 	4/29 <ul style="list-style-type: none"> • Introduce MP #3 • DiAngelo Foreword, Author’s Note, Introduction, and Ch. 1 (ix-14). • MRL #13 • Discussion & Freewriting
15	5/4 <ul style="list-style-type: none"> • DiAngelo Ch. 2-5 (15-88) • MRL #14 • RR #5 Due on your choice of ch. 1-5 • DiAngelo: 5 Vocab words & 3 questions DUE 	5/6 <ul style="list-style-type: none"> • DiAngelo Ch. 6-12 (89-154) • MRL #15 • MP #3 Zero Draft DUE (750 words)/PRG • Bring 4 copies • In-class work on MP #3 • Reflect on participation weeks 13-15
Final Exam	5/11 <p>2:45 section meets today from 3:15 to 5:15 PM</p> <ul style="list-style-type: none"> • Attendance is required. • Revised MP #3 DUE (1250 words) 	5/13 <p>10:15 section meets today from 10:45 AM to 12:45 PM</p> <ul style="list-style-type: none"> • Attendance is required. • Revised MP #3 DUE (1250 words)