

Course Information

Semester & Year: Spring 2020
Course ID & Section #: ENGL-1A-E8695
Instructor's name: Felix Boers
Day/Time: T/Th 7:15-9:40
Location: HU 114
Number of units: 4.00

Instructor Contact Information

Office location: HU 119
Office hours: Wed 3:00-5:00
Phone number: N/A
Email address: felix-boers@redwoods.edu

Required Materials

There are no required books for this course. All weekly readings and viewings will be accessible via Canvas. Please get in touch with me as soon as possible if you are unable to access the readings/viewings for any reason, and I will make every effort to find an accessible format for you.

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 (*from course outline of record*)

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

Prerequisites/co-requisites/ recommended preparation

N/A

Evaluation & Grading Policy

What do grades tell us about the quality of writing? Reflecting upon your own experiences in previous writing classes, or classes that required you to write essays or research papers, you may identify that grades more often than not fail to assess the amount of *labor* that went into producing a piece of writing, and instead reinforce an arbitrary standard for “good” writing. By directing attention toward a “polished” final product, grades become a source of anxiety and discourage exactly the kind of risk-taking that really improves writing in the first place.

This course operates from a different philosophy, namely that if you are consistently putting in the effort to produce the best work you can, and to really engage with the *process* of drafting and revision, you deserve to be recognized for that effort. This class, therefore, does not assign grades based on a subjective assessment of quality, but operates from a grading contract. The purpose of this grading contract is to allow you to focus on developing your writing, and applying feedback from your peers and instructor, without worrying about whether or not that development looks a certain way. This class should be a safe place to take risks, to fail, and to grow in your work.

In short: A “B” is the default grade for this course. If you do the work outlined under “Course Requirements” and attend at least 85% of our scheduled class sessions, you will receive a course grade of “B.” Missed/ignored work, or work that does not fulfill our agreed-upon requirements, as well as more than 6 absences, will result in a grade lower than “B.”

An “A” grading contract depends on completing advanced projects for both the Discourse Community Analysis and Rhetorical Analysis papers. This means, essentially, creating projects that are more in-depth in their handling of your chosen subject matter (this will be described further in the assignment sheets for both projects). A course grade of “A” also requires that you complete longer, more detailed meditations each week, which will draw from sources outside of the assigned readings/viewings.

Late Work Policy

It is important to understand that turning in late work compromises your learning and may impact your grade. Writers improve by writing, receiving timely feedback, and revising. Late work interrupts that process by delaying feedback from me and your peers, and by compressing your time between drafts. When I design the course syllabus, I build in time for your peers and myself to read and respond to your writing, but late work disrupts this schedule.

Here is my policy: I distinguish in this course between *late*, *missed*, and *ignored* assignments. Depending on what we agree to in the first week of classes (see “Break-Down of Course Grades” below), you may submit a late assignment or two. **Assignments are considered “late” when they are submitted within two days (48 hours) of the initial due date.** These assignments must still be complete and meet all of the agreed-upon requirements.

Missed assignments are those that are turned in after this 48-hour period, but which still fulfill the requirements of the assignment sheet. **In order to meet the grading contract for a “B,” you cannot have any missed assignments.** Ignored assignments are those which are not turned in for any reason by the last week of the semester. If any major assignment is ignored, you will receive an automatic course grade of “F.”

Break-Down of Course Grades (Grading Contracts)

Grade	# of Absences	# of Late Assigns.	# of Missed Assigns.	# of Ignored Assigns.
A	6 or fewer	2	0	0
B	6 or fewer	3	0	0
C	7	4	1	0
D	8	5	2	1 non-major assignment

F	9 or more	6 or more	2	2 or more non-major assignments or 1 major assignment
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Attendance Policy

In order to fulfill the grading contract for a course grade of “B,” you must attend and fully participate in at least 85% of our scheduled class sessions. For this course, this means that you may miss 6 class sessions without repercussion.

Please note that I do not distinguish between “excused” and “unexcused” absences. You are allotted 6 no-questions-asked absences for the semester; additional absences will result in contracting for a lower course grade (see “Grading Policy” above). That said, an email offering me advance notice of your absence in class is appreciated.

Course Requirements

The major requirements for the course are as follows:

- Weekly meditations
- Three major writing projects
- Three workshops with your peer consultation groups
- Thoughtful, active, and responsive engagement in class discussions and writing tasks both in and outside of class time

Weekly meditations: Every week, you will be asked to write a meditation, reflecting on the week’s readings and in-class discussions, your identity as a writer, and your developing knowledge about writing as a practice and subject of study. These meditations do not have a formal structure—they may be narrative, essayistic, a bullet-point list, or take another form entirely—but I do ask that they are thoughtfully and critically composed. These meditations are your place to further explore weekly readings and course topics, raise contradictory positions, and connect what you’re learning with prior knowledge.

Please note: the meditations you post may occasionally be shared in class. In fact, all writing you produce for this course should be considered public writing, so consider your audience as you compose.

Major writing projects: For three of this course's major units (Literacy & Identity, Discourse & Community, and Rhetoric & Genre) you will be required to produce a cumulative project reflecting your current and evolving understanding of the subject matter. More information about these projects will be available in our "Assignments" section on Canvas and will be discussed further in class. You will have opportunities to write in a variety of genres for these projects, as well as incorporate multimedia production if you choose. Whatever form they take, your projects should engage critically and thoroughly with your chosen topic.

Workshops and consultations: For each of the major writing projects, you will be responsible for sharing multiple drafts of your work in preparation for scheduled writing workshops and

consultations. Participation in peer consultations is required in order to fulfill your grading contract (see "Grading Policy" above).

All work must include your name, course and instructor details, as well as the date at the top of the first page. Typed work should also be double-spaced, in Times New Roman 12-pt. font, and formatted using one-inch margins.

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](#). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

Student Access

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](#).