

## Course Information

Semester & Year: Spring 2020
Course ID & Section #: ENGL-1B-E7784
Instructor's name: Laurel Jean
Day/Time: Thursdays, 2:50PM – 6:00PM
Location: Humanities (HU) 127
Number of units: 3.0

### Instructor Contact Information

Office location: HU 119 (MW) and CA 121 (TH)
Office hours: MW 7:30AM – 8:00AM and TH 1:00PM – 2:00PM
Phone number: n/a
Email address: laurel-jean@redwoods.edu

### Required Materials

Textbook Title: <i>The Handmaid's Tale</i>
Edition: Paperback
Author: Margaret Atwood
ISBN: 0-7710-0813-9
Other requirements: A pen/pencil; a notebook; a binder or other organizing tool to hold your work; any current essay materials; USB drive with all your work; I also recommend setting up a GoogleDrive or other Cloud account to save your work, <b>and finding reliable access to a printer or to printing services.</b>

### Catalog Description

A course using literature as a basis for critical thinking and composition. Students analyze issues, problems, and situations represented in literature and develop effective short and long written arguments (6000 minimum word total) in support of an analysis. This course is designed for those students who seek to satisfy both the full year composition and the critical thinking transfer requirements.
--

### Course Student Learning Outcomes (from course outline of record)

<ol style="list-style-type: none"> <li>1. Write logical, well-developed, thesis-driven essays that respond to questions at issue raised by literary works.</li> <li>2. Evaluate, use, and document evidence from primary and secondary sources to support, develop, or validate judgments.</li> </ol>
---

## Evaluation & Grading Policy

### **Primary graded assignments and grade distribution:**

25% Participation in class discussions and activities

20% Reading Responses

35% Formal Writing Assignments

20% Research Essay

All essays and assignments are graded using rubrics, available for all students to view.

All assignments are due on the posted date.

### Prerequisites/co-requisites/ recommended preparation

It is recommended that you attend office hours with me, as well as seek additional assistance from the Interdisciplinary Drop-In Writing Assistance Area.

**\*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 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 feedback policy

Students should expect grades and feedback within **one week** of the assignment due date.

### Student Accessibility Statement and Academic Support Information

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

Students who discover access issues with this class should contact the instructor.

## Institutional Policies

### 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](#)

#### Spring 2020 Dates

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](#).

If you are concerned, show your essay to someone else before you turn it in to look the essay over with fresh eyes. Also, be sure to view your Turnitin results after submitting to Canvas.

Here is my official three-strike policy:

- Strike One: Regardless of your intent to plagiarize or not, you will rectify the problem within one week of the original assignment due date. You will receive a grade of no greater than 80% on the Final Draft.
- Strike Two: You will rewrite the entire paper within one week of the original assignment due date. You will use no materials from the original paper. You will start over from scratch. You will receive no greater than an 80% on the Final Draft of the paper.
- Strike Three: I will seek to drop you from my course.

### [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](#).

## Course Policies

### Class participation and Attendance policy

#### ***Participation in class discussions and activities:***

An English class relies on genuine, active, lively participation from students. Full participation means doing the course readings, annotating them, doing homework, and coming to class prepared to engage in conversation. If everyone has done the reading and done their homework, everyone will be ready to discuss their views based on the same information. For more details about homework, please see our Canvas course for due dates and assignment descriptions.

#### ***Attendance and timeliness:***

Regular, on-time attendance in any college class is extremely important for student success. For that reason, please know that I would like you to be in class and to show up on time every day. If you have more than four unexcused absences before week 10 of the semester, or over the course of the entire semester, I have the right to drop you from the class. I will warn you at your third absence, but not after. Excused absences require written medical, legal, or athletic documentation.

An instructor can penalize students for chronic or excessive tardiness, and I reserve the right to mark you as partially absent if you are habitually late to class:

- On time means arriving when class starts.
- Late/Tardy means arriving more than 20 minutes after class begins. Being marked as Late/Tardy in Canvas earns you 80% of credit.
- Absent means not showing up, or showing up more than 45 minutes after class begins.

All work is due on the date specified on the syllabus or assignment sheet.

In the event that you do miss class, you are responsible for checking Canvas, your syllabus, and with a classmate to determine what concepts, issues and material we discussed during your absence. Please note that a significant proportion of the course content will only be available in class lectures, presentations and discussions, and that your knowledge of this material will be assessed throughout the semester.

### Communication Guidelines

I answer e-mails from 9am to 5pm Monday – Friday. While you shouldn't expect an immediate response from me (or anyone!), I usually get back to students within 24 hours. I do not answer e-mails on Saturday or Sunday, so if you e-mail on Saturday do not expect a response until Monday.

I do not answer e-mails which ask such questions as “What is X assignment?” “When is X due?” or “What did I miss in class?” as the answers to questions about assignments can be found on our Canvas page, and the answer to “What did I miss in class?” is always: Everything. You missed the whole class. I also advise that you include a descriptive subject line to your email.

If you want to know what you missed, come talk to me in my office hours or talk to a classmate. Do not ask me to recount class over an e-mail.

## Policies - additional

### Extra Credit

I allow students one week from a Final Draft due date to revise essays of less than a “B” after they have been graded, and I will adjust the grade based upon specific changes that reflect consideration of my comments or any other key writing, research, or argument elements.

### Course Drop Policies

I reserve the right to drop students from our class who are not giving what I perceive as good faith effort. Here are the reasons you could be dropped from my course:

- Failing to turn in two consecutive assignments on Canvas without utilizing a Late Ticket.
- Being absent five times before week 10 of the semester.
- Being rude or abusive to classmates, myself, or other staff/faculty members in the classroom or during office hours.
- Using a vape pen/e-cig, chewing tobacco in class, or coming to class obviously inebriated.
- You have a 65% or below, it's April 2<sup>nd</sup>, 2020, and you have made no effort to contact me, meet with me, or otherwise discuss your grades (see [“Below 70% Procedures”](#) section below).

## Information for this Class

### Canvas Information

#### Canvas

All assignments and essays **must be submitted** on Canvas. Canvas automatically submits essays to Turnitin.com. Turnitin scans essays for previously written or published material. Please note that I will review all apparent cases of academic dishonesty with the student and, if necessary, the appropriate administrative officials.

I use a Rubric and Feedback in Canvas to score your assignments and explain why you earned that score. In order to see my feedback, follow [this guide](#) from Canvas.

**Using another person's written work or ideas without proper attribution will result in a failing grade on the assignment and, possibly, an F in the course and academic probation.**

Log into Canvas at <https://redwoods.instructure.com>

Password is your 6 digit birth date

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

### 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.

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](#).

### How can we get a good grade in this class?

From "A Unilateral Grading Contract to Improve Learning and Teaching"

"You [have earned and] are guaranteed a B if you:

1. attend class regularly—not missing more than a week's worth of 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 discussion-board writing)
5. 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, on-line discussion boards, answering peer questions)
6. sustain effort and investment on each draft of all papers
7. make substantive revisions when the assignment is to revise—extending or changing the thinking or organization—not just editing or touching up
8. copy-edit all final revisions of main assignments until they conform to the conventions of edited, revised English
9. attend conferences with the teacher to discuss drafts
10. submit your [...] final [project].

Thus you earn the grade of B entirely on the basis of what you do—on your conscientious effort and participation. The grade of B does not derive from my judgment about the quality of your writing. Grades higher than B, however, do rest on my judgment of writing quality. To earn higher grades you must produce writing—particularly for your final portfolio—that I judge to be exceptionally high quality."

**When you turn in an assignment, expect to receive your essay score within *one week* of submission. For example, if you turn in your essay on a Monday, you will get it back on a Monday.**

### ***How can we be successful, overall, in this class?***

1. Show up every day, on time.
2. Use your "sick days" *when you are sick*.
3. Read.

4. Turn in your work.
5. Study on your own.
6. Check Canvas and your CR Email *every day*.
7. Ask questions.
8. Interact with other students.
9. Engage with the language.
10. Read your essay through aloud at least one time and make changes and revisions before turning in your Final Draft.

### ***What should we bring every day?***

1. A pen/pencil.
2. A notebook.
3. A binder or other organizing tool.
4. All textbooks.
5. Any current essay materials.
6. A USB drive with all your work.\*

\*I also recommend setting up a GoogleDrive or other Cloud account to save your work.

### **Graded Assignments**

All assignments in this course will contribute to your grade. Here are our **primary graded assignments** in more detail:

- **25% Participation in class discussions and activities:** Below are the assignments in this group on Canvas.
  - **Readings:** We will have reading(s) due every class period. Each reading is listed on the day it is due (for example, Charlotte Perkins Gilman's *The Yellow Wallpaper* is due on the first day of class.) There are no points listed for readings. Stay tuned, I will explain below.
  - **Meta-cognitive Reading Logs (MRL):** You will do an MRL for every reading. Links to MRLs are on Canvas, in the same assignment page as the reading they are associated with. You can download and print MRLs, or you can simply make one in your notebook.
  - **Class Discussions and Class Activities:** We will discuss our readings **extensively** in class, and we will do activities designed to learn, practice, and refine our critical thinking and inquiry skills. There are no points listed for this...
  - **Weekly Participation:** ... because this is how I grade "Participation in class discussions and activities:
    - 1 point/day for completing your reading/MRL
    - 1 point/day for not being on your phone at inappropriate times
    - 1 point/day for **active, engaged participation**
    - 1 point/day for showing up on time
  - I grade your Participation for the week at the end of the week. **You do not have to submit anything on Canvas to be graded on Participation for the week unless I say otherwise.**
- **20% Reading Responses:** Reading responses are minimum 250 word responses to key readings throughout the semester. You have some choices about what prompts and/or readings you respond to. **You will always submit these to Canvas.** Below are the assignments in this group on Canvas.

- 2 initial reading responses on *The Yellow Wallpaper* and *A Modest Proposal*
- 4 reading responses over the course of the semester on *The Handmaid's Tale*
- **35% Formal Writing Assignments:** There are two 1,000 word formal writing assignments due over the course of the semester. Below are the assignments in this group on Canvas.
  - A rhetorical analysis of *A Modest Proposal*
  - A literary analysis of a **theme, motif, or other aspect of *The Handmaid's Tale***
- **20% Research Essay:** You will complete one 2,000 word research essay on *The Handmaid's Tale* at the end of the semester. There will be other pre-requisite assignments associated with the research essay which **must be completed and handed in on time, before you submit your research essay. I will not accept your research essay unless you have completed these pre-requisite assignments and turned them in before your research essay is due.** Below are the assignments in this group on Canvas.
  - Research Essay Assignment Guide Evidence/Interpretation Note-Taker: Turned in in class.
  - *Little Seagull Handbook* readings Evidence/Interpretation Note-Taker: Turned in in class.
  - 15 – 20 Research Note-Cards using the Note-Card Method: Turned in in class.
  - Proposal: Turned in **on Canvas**.
  - Feedback Analysis Assignment: Turned in **on Canvas**.
  - Pre-Peer Review: In-class activity.
  - Peer Review: In-class activity.
  - Final's Week Peer Review: In-class activity.
  - The Research Essay: Turned in **on Canvas**.

#### Final Exam

The Final Exam for this class is a Peer Review Day for your research essay. **Depending on the Final Exam schedule and what room I can reserve for our Final Exam Peer Review Day, I may cancel this.** Remember to check your email every day for notifications from your instructors, or you may show up to an empty classroom!

#### Below 70% Procedures

##### What if I have below a 70% in your class?

Follow these steps:

- **Make an appointment with me before March 25<sup>th</sup>, 2020.** Visit with me and discuss your options.
- **Go see your Financial Aid advisor before March 30<sup>th</sup>, 2020** to discuss your unique financial situation.
- **Follow up with me before March 30<sup>th</sup>, 2020.** We will go from there.

##### What if I didn't do any of that above, it's April 2<sup>nd</sup>, and I'm failing your class?

Follow these steps:

- Go see your Financial Aid advisor to discuss your unique financial situation.
- Follow their advice with regards to dropping the class, or staying in the class.

**If you make no attempt to contact me, or follow up with me regarding your status in the class on or before March 30<sup>th</sup>, 2020, and you have a 65% or below, I will drop you from the course by April 3<sup>rd</sup>, 2020.**



## Late Ticket Policy

I get it. Stuff happens. You may turn in **2 Reading Responses** late and **1 Formal Writing Assignment** late throughout the semester. Here is how that works:

1. Contact me at least **48 hours before the due date** (48 hours as in Business Hours. Don't contact me on Saturday about an assignment due that Monday. Contact me on **Thursday** about an assignment due that Monday).
2. Tell me you need to use a late ticket. Include **the name of the assignment and the original due date in your email**.
3. I will email you back with further instructions. Usually, I will give you **another 48 business hours** to complete the assignment, but depending on **your specific situation**, I may implement another policy.

### ***What if I forgot to tell you I needed to turn it in late?***

I take 1 point off **per day an assignment is late**. Please don't make me keep track of that.

### ***Can I turn in the Final Research Essay late?***

No.

### ***Can I turn in MRLs, Evidence/Interpretation Note-Takers, or any other homework late?***

If you are absent the day an MRL is due, you must turn it in next class period. Everything else is due on the due date.

## 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](mailto:security@redwoods.edu) if you have any questions.

### 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](#). In an emergency that requires an evacuation of the building:

- 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.

### 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.