

Course Information

Semester & Year: Summer 2020
Course ID & Section #: V0949
Instructor's name: Robyn Roberson
Day/Time or *Online: Online Course
This is a fully online course requiring extensive individual and collaborative online work using Canvas, reliable internet access, strong computer skills, and self-motivation to meet deadlines. This course totals 72 hours of instruction
Location or *Online: Fully Online Course: Canvas Learning Management System
Number of units: 4

Instructor Contact Information

Office location or *Online: n/a
Office hours: by appointment
Phone number: n/a
Email address: Robyn-Roberson@redwoods.edu

Required Materials

Textbook Title: So What: The Writer's Argument, 2nd edition
Edition: 2 nd edition
Author: Kurt Schick & Laura Schubert
ISBN: 978-0-19-029740-4

Other requirements:

Students must be able to navigate the course learning website (Canvas), open and download files (.docx and adobe PDF), use a word processing program (Microsoft word) to create and format documents and submit files to assignment drop boxes on Canvas in .docx format. It is the student's responsibility to meet the technological demands of the course.

Technology Requirements (computer, other hardware, and software)

Most computers and internet providers are adequate. I would recommend broadband services from cable, DSL, or satellite providers as they are required to access multimedia assignments and content (lecture videos, etc.). **You need to have reliable access to the internet from your computer (not a phone*) at least four times a week for 8 weeks.** Anticipate problems with your computer and internet access (including power outages) by not waiting until the last minute to submit assignments. It is your responsibility to meet the class deadlines. **NOTE*** This course cannot be completed through using a cellular phone; many portions of the course do not fully display in the Canvas app. Plan to use a desktop or laptop for your coursework. If something is not showing or working, change browsers or check if you are working on your phone. This is almost always the problem.

Microsoft Office Programs

MS Office is a free download for students. You will need it for class every week. **Google docs** is not an adequate substitute for MS word in a class that requires the amount of formatting, file sharing, and editing we will do. This is why the download is free. There is a download for MAC users as well as PC users.

Tech Support

Before contacting Technical Support please visit the Online Support Page For access issues with Canvas, Web Advisor or your mycr.redwoods.edu Email, contact Technical Support at 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.

Catalog Description

A transfer-level course in critical reading and reasoned writing. Students analyze issues and claims presented in visual, oral, or written arguments and write analytical and argumentative essays based on those issues. Research and source-based writing, employing correct MLA documentation, is required; minimum 6,000 words formal writing

Course Student Learning Outcomes (from course outline of record)

1. Analyze argumentative claims.
2. Respond to arguments with persuasive critical essays.
3. Locate, synthesize, and document sources for use in response to arguments.

Evaluation & Grading Policy

Discussions & Quizzes	25%
Activities	25%
Essays	50%

Weekly Assignments: Quizzes, Discussion forum posts, other activities

5 minutes-24 hours late	10% reduction in points
25-48 hours late	20% reduction in points
More than 48 hours late	No longer eligible for points

Essays

5 minutes-24 hours late	15% reduction in points
25-48 hours late	30% reduction in points
More than 48 hours late	No longer eligible for points

Course Grading

100%	A+	99-93% A	92-90% A-	79-77% C+	76-70% C
89-87%	B+	86-83% B	82-80% B-	69%-60% D	59%-below E

Extra Credit As per CR English Department policy, there is NO extra credit available in this course. Course grades are earned by completing required assignments.

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.

Regular Effective Contact and Substantive Interaction

This course will create regular, effective contact through discussion forums, instructor-created lecture videos, weekly announcements, and weekly activities within the modules.

Student feedback policy

Expectations in terms of email, grading, and feedback:

Not all feedback is the same—some takes longer than others. Here's a helpful guide for you to rely on.

Canvas Email

I will respond within 24 hours to emails Monday through Friday.

I will respond within 48 hours on weekends.

Emails sent after 8pm will be answered the next day at the earliest.

Writing Activities & Discussions

These are graded within 5 days of the closing date of the module.

Essays

These are graded within 15 days of the due date.

Expect Grading to be Fair, Consistent, and Clear

Grading rubrics for essays and grading criteria/feedback are used for all assignments. You should

always know why you earned the grade you did, what to strengthen, and what to keep doing. Feedback on

strengths is just as important as feedback on areas to improve.

Proctored Exams

No proctoring is required for this course.

Student Accessibility Statement and Academic Support Information

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, and audio files will include transcripts. Text will be formatted for use with screen readers. All course materials will be understandable without the use of color. Hyperlinks will use descriptive and meaningful phrases instead of URLs.

Students who discover access issues with this class should contact the instructor and [Director of Distance Education](#).

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Academic Honesty

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 at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and

scroll to AP 5500. 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.

The professor reserves the right to make adjustments to the syllabus and course calendar as necessary. Students will be notified of any changes in an announcement in Canvas.

Welcome to English 1A

Required Texts/Materials

Online Access to this Course: Online courses bring the classroom to you, wherever you have reliable internet service. However, it only works if **you bring yourself to the online classroom** with frequency, flexibility, and initiative. This means you should check in daily for announcements and supplemental materials.

So What: The Writer's Argument, 2nd edition. Schick and Schubert. ISBN 978-0-19-029740-4

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Course Objectives: tasks a student will do to show mastery of the learning outcomes

1. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support.
3. Develop varied and flexible strategies for generating, drafting, and revising essays.
4. Analyze stylistic choices in their own writing and the writing of others.
5. Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
7. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
8. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Expectations You Meet as a Student

I expect class participation (online) that demonstrates Professionalism, Preparedness, and Engagement:

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Demonstrate your **professionalism**

- Submit on time or in advance to class discussions so you're on point with the module's goals.
- Respect the voices of others and be gracious online and in email communication.
- Use professional, collegial language.
- Take initiative for your own learning and pride in your efforts.
- Troubleshoot; seek multiple avenues to answer your questions; and recognize that ultimately, you teach yourself and make yourself learn.

Demonstrate your **preparedness**

- Have online milestones and writing assignments completed by the due date.
- Commit to and engage with the readings.

Demonstrate your level of **engagement**

- Engage thoughtfully and read closely all communication from the professor and your class colleagues.
- Focus your energy and attention to the learning objectives when interacting online.
- Thoughtfully contribute to class in ways that advance the learning for the group.

Course Respect Policy and Netiquette

If a student's actions or words do not meet expectations of professionalism, preparedness, or engagement, typically, I will first open a dialogue with the student to bring attention to the concern. If a student's words or actions have demonstrated disrespectful behavior or intolerance to another student or students, I will stop the situation from continuing. This may mean I delete discussion posts or delete class colleague feedback online. *Most students do not intend to be disrespectful or intolerant the first time they say or do something in a class.* It is simply a breakdown of intent and audience awareness, or perhaps a lack of awareness for the best way to say something. Because of this, first time situations are regarded as well intended but poorly executed, and the student will have another chance to post and/or offer thoughts in response. If a student continues to demonstrate disrespectful or intolerant behavior towards other students or toward the professor, I will immediately involve the Dean of Arts and Humanities, refer to the Code of Conduct, and address the situation in a manner befitting the action and its severity. Classes that teach and study argument always have the potential to be inflammatory, but they also have the potential to be great places to learn to hear and work in collaboration with ideas that differ from one's own. Learning to be respectful and tolerant is a key life skill, and we practice it every day of the semester.

I expect you to submit original work. I expect you to give credit to all sources used by you.

Plagiarism is the use of someone else's words or ideas in your writing without giving credit. When you use someone's words or ideas, you must cite your source. This includes paraphrasing and summarizing from a text. Working with another student and submitting similar work is also plagiarism. Do your own work unless a group project is the stated goal. I may choose to use Turnitin to verify your work is your own and I follow the academic misconduct code for the College if cheating/plagiarism occurs.

Actively engaging in class--Census Week

Be aware that you must be actively working through the modules during the first two weeks of class. If you are not posting, submitting assignments, and contributing to discussions, your name will be removed from the class roster during Census Week. **Census is June 11.**

Faculty-initiated drop: Missing Numerous Assignments by week 3 or week 5

I assess overall class participation in week 2 and week 4. If you have missed the majority (55% or more) of the assignments by week 2 or week 4, I will notify you that I intend to drop you from the class. At this point, please contact me so that we can discuss options for you. If I have not received a message from you within 48 hours of my notification, I will drop you from the course.

Student-initiated withdrawal: you may withdraw up until 07/02/2019

The last date to remove yourself from the course and not receive a letter grade is 07/02/2019.

Students may withdraw from a course after census and up to this date and receive a W (withdraw) from the class. If you are considering withdrawing from the class, please contact me. Let's discuss options for you to be successful in your next steps.

The professor reserves the right to make adjustments to the syllabus and course calendar as necessary. Students will be notified of any changes in an announcement in Canvas, as well as a verbal announcement in class.

Tentative Calendar and Major Assignment Due Dates.

Modules open on Sunday afternoon

All weekly module (milestone) assignment due dates are listed in Canvas.

All milestone assignments appear on the Canvas calendar once the module is open, if not sooner.

The calendar below lists the major assignment due dates for Essays only.

Open Date	Module	Essay Assignment Due Dates
5/29	0	Make sure to complete this orientation module fully. Course textbook information can be found here.
5/31	1	Again, be sure to complete this module fully since it is also part of determining attendance in the class.
6/7	2	Unit 1: Rhetorical Analysis Essay 1 draft due Fri., 6/12, 11:59pm for peer review feedback Peer review feedback due Sat. 6/13, 11:59pm
6/14	3	Essay 1 + reflection letter due Sun. 6/14, 11:59pm

6/21	4	Unit 2: Argument Essay 2 draft due Sun. June 28, 11:59pm for peer review feedback
6/28	5	Peer review feedback due Wed. July 1, 11:59pm Essay 2 + reflection letter due Sun. July 5 11:59pm
7/5	6	Unit 3: Evaluation Essay 3 draft due Sun 7/12, 11:59pm for peer review feedback
7/12	7	Peer review feedback due Wed. 7/15, 11:59pm
7/19	8	Essay 3 final due Sun. 7/19, 11:59pm Essay 1 and 2 revision due Thursday, 7/23, 11:59pm