

# Syllabus for American Literature I: Beginnings to the Civil War

## Course Information

Semester & Year: Fall 2020  
Course ID & Section #: ENGL 17 E9690  
Instructor's name: Dr. Peter Blakemore  
Course units: 3

## Instructor Contact Information

Office hours for online Zoom: Wednesdays from 11-12 or by arrangement  
URL for Wednesdays Zoom Office Hours from 11-12: <https://cccconfer.zoom.us/j/93065948953>  
Phone number: 476-4314  
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## Catalog Description

A survey of early American literature from pre-conquest and early contact, up to the Civil War. Students will read critically and analytically in genres ranging from transcribed oral legends through exploration and captivity narratives, religious tracts, letters, philosophical essays, diaries, novels, short stories, and poems

## Course Student Learning Outcomes

1. **Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse.**
2. **Apply knowledge of historical, intellectual, and/or cultural contexts in interpreting the significance of literary texts.**

## Prerequisites/co-requisites/ recommended preparation

None

## Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.

College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students \(DSPS\)](#). 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

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

# Course Work

The kinds of course work you will need to produce over the next 16 weeks are listed and described in detail below. NOTE: I will also post brief video descriptions explaining why I am requiring these kinds of work and what each of them entails:

## Pre-reading Inquiry Question

For each of your Modules, I am asking you to write **2 (two) inquiry questions** in preparation for your longer readings. You should look on these questions as places where you start pathways into ideas about literature that could lead to further inquiry. For instance, if you watch one of the Mini Lectures or read biographical or historical materials about the periods and places we'll be encountering, and some ideas arise for you regarding, say, varying beliefs about creation or spirituality, or about gender norms at different periods or the kinds of trade people engaged in or—anything that you might be curious about—you should use those questions as ways to open doors into the literature. You will be posting your own questions and then responding to at least three other people's questions from your 7-to-8-person small group. This should begin to “prime the pump,” so to speak, and move each of you toward inquiry that will make it that much easier for you to engage with our literary texts in meaningful ways. And if you're unsure about what makes for a good question, have no fear: as you all begin to post your questions from day one, you'll also all be getting a chance to see one another's questions and compare them with your own. As you start to think about your colleagues' questions and write to them about your ideas, all of you will begin to see just how questions work to help us enter more fully into the literature and the historical context. It's precisely from this perspective of digging below the surface that literature begins to be so much more than mere entertainment. It's in this process of questioning that you begin to engage the past with all of its different contextual meaning and value for inquiry.

*Grade/Credit = 5 points total*

**1 point (x2)** for each meaningful, probing question. A meaningful question is one that doesn't simply ask for available information but rather seeks to uncover ideas below the surface. If you're unsure what that means, you should pay special attention to the questions your colleagues in the small groups are asking and you should read all of my responses and write additional responses to your colleagues questions in order to understand the process used to develop valuable, significant questions.

**3 points** for valuable and stimulating response and interaction in replying to colleagues' questions. In reading and responding to colleagues questions, you should be trying to stimulate them and yourselves into deeper thinking about the times and the ideas and the works of literature we're all reading and discussing.

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## Individual Reading Selections

During 4 of our modules (Modules 2, 3, 4, & 5), students will make an **Individual Reading Selection**—this means that you will pick a piece of reading of at least 30 pages from the **Individual Reading Selection** Canvas pages (listed with the due dates on your Canvas assignment calendar and in this syllabus), read those 30+ pages, and then make a brief report to your small group. These sections should give you a sense of the context through detailed descriptions of the historical period, or you might select a short piece of some other kind of literature than what we will be reading for the Main Module Text during the next week. To decide on your individual selection, you should take 10 or 15 minutes to look through

all of the items available, and then choose based on your own interest and any expectation you might develop that this reading may help your further inquiry. Above all else, you should pick something that is of interest to *you*. Once you have read the selection, you will then post to the IRS small group discussion board and read all of the other small group members IRS postings. You should respond and engage your small group members regarding their postings. Sometimes two or three people will have picked the same Individual Reading Selection, which is fine, but you should do some comparing about your ideas and inquiries.

*Each Individual Reading Selection should answer the following questions for the sake of your small group:*

- A) What is it that you read? (author's name, kind of writing, eg, narrative, sermon, poetry, story, autobiography, article, speech or something else)
- B) What inquiry questions did the IRS raise for you?
- C) What does it tell you about the period in time, the writer, the connection to other things we've read, or any other echoes you might recognize?

*Grade/Credit = 10 points total*

You can receive points for doing each of the following things in your IRS Reports:

- **2 points** for giving a detailed and complete description or explanation of the thing you read. (You should be able to do this in 3 or 4 sentences.)
  - **2 points** for coming up with at least one valuable inquiry question. (Since questions are at the center of the entire course, the IRS Report presents another opportunity for you to practice inquiry.)
  - **6 points** for creative inquiry and association. (Part C is where you get the chance to really open up and use your imagination and ideas to explore the meaning of your Individual Reading Selection: What does it mean? How does it connect to anything else we've read or discussed? What does it tell you about these people at that time in history? What does it say about the author or whatever else comes to mind?)
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### Whole Class Discussions

During each of the semester's 6 Modules, we will engage in a Whole Class Discussion. This is an extremely important aspect of the class and the place where we will do our most to achieve some semblance of face-to-face discussion, which is the core value of any class in literature (or *any* class in the humanities, in my opinion). The Whole Class Discussion is where each of you describes your own response to the Main Module Text, the work of literature everyone in the class shares together in their reading and response. In these WCDs, you should explain and explore your ideas about our common text: maybe you noticed something about one of the characters that caused you to think about something you encountered in your Individual Reading Selection from the previous week; maybe you see an interesting difference between how this author relates to issues of gender, class, or race; maybe you're curious about how a writer fashions an image of herself or himself or promotes an idea or some kind of orthodoxy, or perhaps you notice that the setting—the place—that the sermon or narrative describes, or where a poem takes place, might have an important effect on your interpretation; maybe you thought you detected that a writer is making a political argument in the text somehow, or maybe you see a marked difference between people's perspectives from one culture to another or author is creating a narrator who is unaware of specific ironies that affect your interpretation of the work. Anything and everything is fair game in the Whole Class Discussion. Your only limitation is that you need to compose a response to the text that is at least 200 words in length. You will also need to respond substantively to at least three of your colleagues' posts in order to receive full credit. Your responses should make the effort to assist any of your colleagues who might be reading your response. In other words, your response should seek to dig still deeper below the surface to unearth more and more significance in the work of literature and line of inquiry. Everything

we do in this class should help others to think more deeply about the works of literature. You should also consider the Whole-Class Discussion as an important place for generating ideas to be used in the Response and Reflection Essays that immediately follow.

### *Grade/Credit = 10 points total*

You can receive points for doing each of the following things in your Whole Class Discussion:

**2 points** for coming up with a significant question or meaningful line of inquiry that others in the class could continue to develop below the surface.

**5 points** for developing your ideas using details and specifics from the course text (use concrete terms and proper nouns and details to explore your ideas and engage your classmates in meaningful dialogue).

**3 points** for substantive replies to others postings (1 point for each posting).

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## The Response and Reflection Essays

**Form and Due dates:** These 350+-word, size-12 font, double-spaced essays should be uploaded to the Canvas website by 10 pm on the evenings of the Saturdays they are due: September 5<sup>th</sup>; September 26<sup>th</sup>; October 17<sup>th</sup>; November 7<sup>th</sup>; December 5<sup>th</sup>; December 18<sup>th</sup>.

**Options and focus for response and reflection:** Each Response and Reflection Essay (R&R) should take up some question regarding the texts we have read during the period since the previous R&R and up to the course reading due for that day in the term. For instance, R&R#1 due on September 5<sup>th</sup> should focus on either Jill Lepore’s chapter from *These Truths* or Charles Mann’s essay “1491,” or any ideas arising out of your discussion of the texts. The R&R can also focus on broader questions or ideas that explore connections between texts. In other words, as long as you focus on what we read and discussed, it’s fair game

You should allow yourself the freedom to explore under the surface of your own ideas in writing the R&Rs. For instance, if you decide you want to compare ideas about nature or worldview as described or represented in the Native American creation narratives or stories and how that corresponds with or departs from European sensibilities, the R&Rs are good places for you to explore those ideas and communicate your exploration and inquiry. New ideas or inquiries that arise out of future readings could also be connected back to earlier R&Rs or ideas you have had. Or you may want to keep a similar analytical inquiry moving from one text to another as we work through the first two months of the term. Whatever you choose to do, the R&Rs are places for you to look into your own ideas and questions, to dig below the surface and bring your thoughts up into the light for careful scrutiny. The R&Rs are the best places for you to begin trying out ideas and forming valuable questions—these are the places where you can really begin to go below the surface. In academic inquiry, “going below the surface” means *NOT* needing an immediate answer as much as needing to know the next question, and the one after that. If, for example, you decided you wanted to compare the complex interplay between Spanish conquistadors and indigenous North or South Americans as opposed to the way 17<sup>th</sup> century Puritans in New England treated the native people they encountered, you might begin by focusing on a specific example from an early reading and then compare it with another reading from later in the term. The more you challenge and play with your ideas, the more you will learn about your own questions, and the more valuable the R&R will be for future ideas, inquiry, and writing. The R&Rs should be places where you develop your inquiries and close in on coming to conclusions and beliefs about ideas and interpretations.

### *Grade/Credit = 20 points total*

You can receive points for doing each of the following things in your R&R Essays:

- 4 points for coming up with a **useful question**, one that allows you to **go below the surface** and discover more about your topic (your question should lead to deeper questions and further inquiry).
- 6 points for **connecting** your ideas and questions to our **course readings and class discussions** in **concrete, well defined** ways (e.g., brief quotations, summaries, reference to specifics and/or proper nouns).
- 6 points for **focusing** clearly enough that a **line of inquiry** can be discerned by another person reading your R&R (e.g., another person can clearly see where you are headed or understand your inquiry—you don’t “lose” anyone who is paying attention).

- 4 points for **composition** and **editing** (e.g., care and handling in **proofreading**, sentence structure, word choice and the like—watch the fragments and comma splices/run-on sentences).

## Grading for English 17 Online

There are 6 different ways that you will be graded for your work during the term and here is the total breakdown:

1. Student Introductions = 4 points
  2. Mid-semester Assessment Survey = 6 points
  3. Pre-reading Inquiry Questions (6 X 5 points each) = 30 points
  4. Individual Reading Selections Reports (4 X 10 points each) = 40 points
  5. Whole Class Discussion Questions and Responses (6 X 10 points each) = 60 points
  6. Response and Reflection Essays (6 X 20 points each) = 120 points
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Total points = 260

### The corresponding letter grade:

A = 93-100% / A- = 90-92% / B+ = 87-89% / B = 83-86% / B- = 80-82% / C+ = 77-79% / C = 70-76% / D = 60-69% / F = 0-59%

**Late Policy:** Late work will only be accepted from students who have requested to turn work in late **prior** to its falling due. Work turned in **more than a week late will not be accepted** unless the student and instructor have come to an agreement beforehand in writing. **The instructor will read late work when possible, but students will receive limited responses and commentary on all late work.** If you turn work in late, you should know that I might not be able to read and grade it until **much later in the term, perhaps even the last week of the semester.** In addition, late work will receive lower grades than work turned in on time. Note well: the instructor is not required to accept late work and will only do so on a limited basis. In other words, please don't ask me to accept more than two items late during the semester because, unless there are peculiar extenuating circumstances, I probably will not agree to your request. The best policy each of you can hold yourself to is to get your work in on time.

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## Course Schedule:

This course will run for the entire semester in the following way, with numbers corresponding to the order in which we will do things (such as read, discuss, and write) week by week:

Each Module begins with you 1) watching a series of historicizing context descriptions called *Windows on Their World*. You should take notes to yourself on the *WTWs* because I will be asking you to use them along with brief articles, artifacts, and images appearing on the pages with them to generate 2) Pre-reading Inquiry Questions that you will then 3) share with the whole class or small randomly created groups. After sharing your PIQs, you will 4) pick 30+ pages for the Individual Reading Selections (IRS) from the open selections Canvas pages that you will read and then 5) report on your IRS for your small-group discussion forums. After you have posted your ideas on your IRS and responded to each of your IRS small-group members' posts, you will 6) read the Main Module Text and 7) post your inquiry questions and line of inquiry to the Whole-Class Discussion and 8) review and respond to three other classmates' WCD postings. Each module concludes with you 9) writing and posting the 350+-word Response and Reflection Essay.

## Glossary of Required Course Work

**Individual Reading Selections** — each student selects their own 30+ pages from the Canvas IRS selection page.

**Main Module Text** — Peter’s selection for the whole class to read for each Module.

**Module** — the 2- or 3-week section of course work starting and ending a cycle of introduction, pre-reading inquiry, small group individual reading and discussion, main reading, and whole-class discussion, and culminating in the Reflection and Response Essays.

**Pre-reading Inquiry Question** — each student creates two questions based on viewing the Window on Their World and/or reading the biographical or historical articles or examining artifacts.

**Response and Reflection Essays** — the 350+-word essays in which class members develop an inquiry and reflect on the meaning of a Main Module Text and related ideas.

**Whole-Class Discussion** — all students in the class participate in describing their central focus after reading the Main Module Text for that Module.

**Window on Their World** — short Mini Lectures (MINIs) on special topics and aspects of the historical period or literary form or culturally relevant material.

Here is the sequence broken down, from beginning to end, by the weeks of each Module (Note—each week of the module has a specific numerical designator as in 1.1 for Module 1, Week 1 or 3.7 as in Module 3, Week 7, or 4.10 as in Module 4, Week 10):

### Module 1

Week 1 (1.1) August 22 - 29

1) Student Introductions; 2) watch *Window on Their World: Contact* mini lecture (MINI #1) and read Charles Mann’s “1491” PDF; 3) post Pre-reading Inquiry Questions; read Main Module Text—Walt Whitman and Emily Dickinson, *NAAL-C* pages 19 – 111 by Sunday, 12-27-19.

Week 2 (1.2) August 30 - September 5

1) Post questions and responses to Whole Class Discussion #1; 2) post Response and Reflection Essay #1 due 2-3-18.

### Module 2

Week 3 (2.3) September 6 - 12

1) View *Window on Their World: Creation, Destruction and Attempted Settlement*; 2) post Pre-reading Inquiry Questions by Tuesday 9-8-20; 3) choose and read Individual Reading Selection (at least 30 pages from Selections); 4) Report on Individual Reading Selection #1 by Friday 9-11-20.

Week 4 (2.4) September 13 - 19

1) read Main Module Texts—PDFs of Cabeza de Vaca, Cortez, and Bartolomeo de las Casas to prepare for WCD #2.

Week 5 (2.5) September 20 - 26

1) Post ideas and responses to Whole Class Discussion #2 by Monday 9-21-20; 2) post Response and Reflection Essay #2 by 9-26-20.

### Module 3

Week 6 (3.6) September 27 – October 3

1) View *Window on Their World: Colonization and Conflict* and review materials by Monday 9-28-20; 2) post PIQ #3 by Wednesday 9-30-20; 3) choose and read Individual Reading Selection (IRS) #2 of New Englanders, Wampanoags, Jesuits, and Hurons from Selections.

Week 7 (3.7) October 4 – 10

1) Report on IRS #2 by Monday 10-5-20; 2) read Main Module Text—PDF of Mary Rowlandson's *Narrative of the Captivity and Restoration* by Friday 10-5-20.

Week 8 (3.8) October 11 – 17

1) Post ideas and responses to Whole Class Discussion #3 by Wednesday 10-14-20; 2) post Response and Reflection Essay #3 by Saturday 10-17-20.

### Module 4

Week 9 (4.9) October 18 – 24

1) Answer the Mid-semester Assessment Survey by Wednesday 10-21-20; 2) view *Window on Their World: Revolution and Fragmentation* by Monday 10-19-20; 2) post PIQ #4 by Wednesday 10-21-20; 3) choose IRS #3 from Selections.

Week 10 (4.10) October 25 – 31

1) Report on IRS #3 by Monday 10-26-20; 2) read Main Module Text—PDF of Benjamin Franklin's *Autobiography*.

Week 11 (4.11) November 1 – 7

1) Post ideas and responses to Whole Class Discussion #4 by Wednesday 11-4-20; 2) post Response and Reflection Essay #4 by Saturday 11-7-20.

### Module 5

Week 12 (5.12) November 8 – 14

1) View *Window on Their World: Nature's Nation: Whose Liberty?* and materials by Monday 11-9-20; 2) post PIQ #5 by Wednesday 11-11-20; 3) choose IRS #4 from Selections.

Week 13 (5.13) November 15 – 21

1) Report on IRS #4 by Monday 11-16-20; 2) Read Main Module Text—PDF of Frederick Douglass *Narrative of the Life* by Friday 11-20-20.

Week 14 (5.14) November 29 – December 5

1) Post ideas and responses to Whole Group Discussion #5 by Wednesday 12-2-20; 2) post Response and Reflection Essay #5 by Saturday 12-5-20.

## Module 6

Week 15 (6.15) December 6 – 12

1) View *A Window on Their World: Can We Keep a Republic?* by Monday 12-7-20; 2) post PIQ #6 by Wednesday 12-9-20; 3) read Main Module Text—PDF of Lincoln, Whitman & Dickinson.

Finals Week (6.16) December 13 – 18

1) Post ideas and responses to Whole Group Discussion #6 by Monday 12-14-20; 2) post Response and Reflection Essay #6 by Friday 12-18-20.

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**An Invitation:** Finally, experience tells me that people who think carefully about their education and become more reflective about it generally have the greatest success. Probably the best way to get involved in this process is to get to know your teachers and speak with them outside of the classroom. Talk to them after class. Visit them in their offices. Make appointments and let them know what’s going through your mind as it relates to your work in their classes. And most important of all, let your teachers know if something in particular isn’t coming across clearly for you. Sometimes your problem is just a particularly difficult concept, a complex section of reading, or a challenging assignment or series of assignments. **You especially need to communicate with me—this is a very involved class that will require a lot of discipline from you.** If you feel that you are falling behind, you should *let me know right away*. I probably can help. I have also set up a weekly Zoom meeting hour should you need to confer with me or others and I can set up other kinds of meetings such as synchronous Chat sessions and the like. Even if our schedules seem to clash at first glance, I will definitely be able to schedule a time to connect electronically with you. If you have to contact me, please email me at [peter-blakemore@redwoods.edu](mailto:peter-blakemore@redwoods.edu). I will get back to you as soon as possible and I’m sure we will be able to arrange a way to connect. I look forward to getting to know each of you better and to seeing all of you succeed. Welcome and good luck!

## Canvas Information:

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

Password is your 8 digit birth date

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

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

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

## Technology skills, requirements, and support:

**Computer Skills:** Online courses require adequate computer skills. You must be able to:

- navigate the course Learning Management System (Canvas)
- receive and respond to your CR email
- download and upload files to the Canvas, and
- use a word processor (such as Microsoft Word)

It is your responsibility to meet the technological demands of the course.

*NOTE: Students can obtain a free [Office 365 license](#) (includes Word, Excel, PowerPoint and more) with a valid CR email.*

**Computer Requirements:** You should have high-speed internet (such as broadband) service from cable, DSL, or satellite providers as there are videos that require this speed. You need to have reliable access to the internet for the duration of the course. 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.

**Portable Devices vs. Computers:** Although you can use late-model portable devices (such as Android or iOS phones & tablets) for some things, you should plan on doing the majority of your work (especially exams and assignments) from a reasonably late-model notebook or desktop computer (Mac or PC). *Do NOT plan to participate in this class solely from a portable device.* If you do decide to use your portable device for *some* of your class work, use the free Canvas app (called “Canvas by Instructure”) available in iTunes (for iOS) and the Google Play Store (for Android). Do not try to connect to Canvas using a web browser on a portable device. Your experience with Canvas will be a lot better using the app.

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.

### Special accommodations:

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 assignment in case arrangements must 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:

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 immediately—DON'T WAIT!

### Admissions deadlines & enrollment policies

Fall 2020 Dates

- *Classes begin: 8/22/20*
- *Last day to add a class: 8/28/20*
- *Last day to drop without a W and receive a refund: 9/4/20*
- *Labor Day (all-college holiday): 9/7/20*
- *Census date: 9/8/20 or 20% into class duration*

- *Last day to petition to file P/NP option: 9/18/20*
- *Last day to petition to graduate or apply for certificate: 10/29/20*
- *Last day for student-initiated W (no refund): 10/30/20*
- *Last day for faculty initiated W (no refund): 10/30/20*
- *Veteran's Day (all-college holiday): 11/11/20*
- *Fall break (no classes): 11/23/20-11/28/20*
- *Thanksgiving (all-college holiday): 11/25/20-11/27/20*
- *Final examinations: 12/12/20-12/18/20*
- *Semester ends: 12/18/20*
- *Grades available for transcript release: approximately 1/8/21*

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](#).

### Emergency procedures / Everbridge:

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

## 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.