

## Course Information

Semester & Year: Fall 2020

Course ID & Section #: D9698

Instructor's name: Ashley Knowlton

Location: Correspondence Modality

Course units: 4

## Instructor Contact Information

Office location: Del Norte Campus, Main Building

Office hours: Support Provided as Needed via Correspondence Responses

Phone number: (707) 465 – 2327 [Office Phone]

Email address: [ashley-knowlton@redwoods.edu](mailto:ashley-knowlton@redwoods.edu)

## 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

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.

## Prerequisites

Placement into English 1A is determined according to default AB705 guidelines, or the results of the guided self-placement process. This being said, there are no prerequisites for enrollment. However, there is an English 1S component of the course that is to be taken simultaneously – see 1S syllabus after this 1A syllabus.

## Accessibility

Students will have access to online course materials and correspondence 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.

### **Support for Distance Learners During COVID-19**

In response to COVID-19, College of the Redwoods moved the majority of its courses online (or through correspondence for our jail and prison programs) to protect student and staff health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let me know about any specific challenges or limitations that might affect your participation in class. I want every student to thrive and be successful in their studies. You may send me a formal letter or a question/comment on the provided Ask CR Sheets; these are to be mailed to the PBSP Education Office (Attn: CR Scholars). I will respond right away; however, keep in mind that there is a mail delay that needs to be accounted for. As a result, it may take me up to a week to respond; please be patient.

### **Required Materials**

- Textbook Title: *Rereading America: Cultural Contexts for Critical Thinking and Writing*  
Edition: 11<sup>th</sup>  
Author: Colombo, Cullen, and Lisle  
ISBN: 9781319056360
- Textbook Title: *They Say I Say: The Moves the Matter in Academic Writing*  
Edition: 4<sup>th</sup>  
Author: Gerald Graff and Cathy Birkenstein  
ISBN: 9780393631678
- Other Provided Materials: This packet, of course, Loose-Leaf Paper, Individual Erasers (6000-word requirement for formal writing), Pencils (6000-word requirement for formal writing).

### **Evaluation & Grading Policy**

All formal essays will be graded using a formal rubric (sample provided in this packet).

### **Graded Assignments and Values**

Assignment	Point Worth	Overall Grade Weight
<b>Minor Assignments</b>	<b>100</b>	<b>10%</b>
Response 1	10	All together, these assignments will make up 10% of your overall grade – this is a collective effort.
Response 2	10	
Response 3	10	
Response 4	10	
Response 5	10	
Response 6	10	
Response 7	10	
Response 8	10	
Response 9	10	
Response 10	10	
<b>Major Assignments</b>	<b>800</b>	<b>80%</b>
Essay 1 (Synthesis) <i>[1000 Words]</i>	200	20%
Essay 2 (Argument) <i>[1500 Words]</i>	200	20%
Essay 3 (Research) <i>[2000 Words]</i>	200	20%
Essay 4 (Revision) <i>[1500 Words]</i>	200	20%
<b>Final Assessment</b>	<b>100</b>	<b>10%</b>
Final Reflection	100	10%
<b>Total</b>	<b>1000</b>	<b>100%</b>

For each assignment, the points will be configured into a percentage and a letter value, shown below. With the rubric and transparent values, this should give you a clear understanding, throughout the semester, of how you work is being assessed.

**Letter Grade Weight Breakdown**

- A (100 – 94%) / A- (93 – 90%) Defined as “Excellent”: Fulfills all requirements and exceeds expectations.
- B+ (89 – 87%) / B (86 – 84%) / B- (83 – 80%) Defined as “Good”: Fulfills all requirements and meets expectations.
- C+ (79 – 74%) / C (73 – 70%) Defined as “satisfactory”: Fulfills most requirements and meets some expectations.
- D (69 – 60%) Defined as “Poor”: Fulfills some requirements; does not meet expectations.
- F (59 – 0%) Defined as “Failing”: Does not fulfill requirements and expectations.

These are the letter grades that will be given on your assignments, as well as your transcript after the course ends.

### **Student Feedback Policy**

For **MAJOR** writing assignments, I provide feedback to your essays using a rubric (a chart that demonstrates various levels of expectations; see sample in this packet) – this rubric will determine your grade, along with my holistic input. Please note that it takes me approximately 2 weeks to grade your work. If it takes me longer than two full weeks to provide feedback on an assignment, you will be notified and provided with a reason for the extended wait.

For **MINOR** writing assignments, I will provide very brief feedback (sometimes without a rubric) as the nature of these assignments is typically “credit or no-credit” – you either *did* it, *did not* do it, or *kind of* did it.

### **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](#).

#### **I realize that you don't have this, so here is a section that applies to us, specifically:**

Do not plagiarize. Plagiarism includes, but is not limited to:

- a) Using, by paraphrase or direct quotation, of the published or unpublished work of another person without full, clear, and accurate acknowledgement.
- b) The unacknowledged use of another writer's ideas without proper citation.  
Borrowing all or part of another individual's work or using someone else's outline to write your own work.
- c) Copying another individual's computer printout and/or computer files and using it as one's own.
- d) Using an agency or Internet website engaged in the selling of term papers or other academic materials.

### **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](#).

Since you do not have the ability to access the above online resources, send a request to Ms. Eagles if you would like a physical copy of the CR Student Code of Conduct. In general, I trust that you know what is and is not acceptable behavior, even in a correspondence environment; be mindful and respectful with your language and actions, always.

### **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 inclusive and respectful.

### **Student Support Services**

For academic counselling and advising, transcript requests, and material requests (Ex: Paper), send a formal request to Ms. Eagles via a letter or Ask CR Sheet. Mail this to the Education Department (Attn: CR Scholars). You will also have access to Library Services through our “Ask a Librarian” research request form – this will be utilized for our research paper.

**Note: English 1A and English 1S are technically two separate courses, though they are concurrent, which is why they require separate syllabi and separate grades. In addition, 1A is a LETTER GRADED course, whereas 1S is PASS or NO PASS. As a result, 1A will transfer and 1S will not. 1A is product-oriented and 1S is process-oriented. Those are the main differences.**

---

## **NORMS**

In this class (realistically, every class), students must demonstrate mutual respect in their interactions with both peers (other students in the course) and the instructor (me). In our texts, issues may arise that are sometimes difficult and/or controversial. Please note that our readings *may* discuss or acknowledge violence, sexuality, racial tension and racism, misogyny, gender norms, etc. I am aware that these topics may be difficult to read and write about at times; nonetheless, our topics present an overview of ideas that are typical of a college classroom. As the instructor, my goal for facilitating these discussions is not to intentionally make anyone uncomfortable or to add any existing traumatic experiences; of course not. My goal is to facilitate discussions that develop our critical thinking abilities and develop our abilities to have an appropriate dialog that is necessary in spaces of higher education. This being said, as an academic community, we share a mutual responsibility to create and maintain a supportive environment where students, as well as the instructor, feel able to speak up and respond to the text and course material in a thoughtful and productive way, despite differences in opinions or experiences. This means that each student’s ideas, feelings, and questions are valued; the professor’s ideas, feelings, and questions are valued. This should ground our interactions with the text and one another throughout the semester. Never hesitate to contact me if something is not sitting well or if you need relevant support.

# TENTATIVE SCHEDULE

Week	Objectives and Tasks
<b>Unit 1: Rhetoric and Synthesis [Themes: Perspectives on Education and Technology]</b>	
Week 1 8/24 – 30	<b>Agenda</b> 1. Familiarize yourself with this course packet and your texts. 2. Read the English 1A and 1S Syllabi in this course packet. 3. Read <i>They Say I Say</i> Introduction: “Demystifying Academic Conversation” and “Entering the Conversation” (1 – 18). 4. Read <i>They Say I Say</i> Chapter 9 “You Mean I Can Just Say It That Way?” (117 – 130) 5. <u>Complete and Submit Response 1: Syllabus Scavenger Hunt &amp; TSIS Reflection</u>
Week 2 8/31-9/6	<b>Agenda</b> 1. Read Essay 1 Prompt 2. Review Sample Essay 1 3. Read “Rhetoric Overview” in this course packet 4. Read <i>Rereading America</i> , Chapter 2 “Learning Power,” articles: a. Chapter 2 Introduction (107 – 113) b. “Against School” by John Gatto (114 – 122) c. “I Just Wanna Be Average” by Mike Rose (123 – 134) d. “From Social Class and the Hidden Curriculum ...” by Jean Anyon (136 – 151) e. “Choosing a School for my Daughter in a ...” by Hannah-Jones (152 – 168) f. “City of Broken Dreams” by Sara Goldrick-Rab (210 – 231) 5. <u>Complete and Submit Response 2</u>

<p>Week 3 9/7-13</p>	<p><b>Agenda</b></p> <ol style="list-style-type: none"> <li>1. Read <i>They Say I Say</i> Part 1:             <ol style="list-style-type: none"> <li>a. Chapter 1 “They Say”</li> <li>b. Chapter 2 “Her Point Is”</li> <li>c. Chapter 3 “As He Himself Puts It”</li> </ol> </li> <li>2. Read <i>Rereading America</i>, Chapter 3 “Wild Wired West,” articles:             <ol style="list-style-type: none"> <li>a. Chapter 3 Introduction (235 – 241)</li> <li>b. “Our Future Selves” by Schmidt and Cohen (241 – 256)</li> <li>c. “Has the Smartphone Destroyed a Generation?” by Jean Twenge (257 – 268)</li> <li>d. “Let’s Get Lost” by Kenneth Goldsmith (270 – 283)</li> <li>e. “You Will Lose Your Job to a Robot ...” by Drum (322 – 332)</li> <li>f. “Big Data, Google, and the End of Free Will” by Yuval Harari (332 – 339)</li> </ol> </li> <li>3. <u>Complete and Submit Response 3</u></li> </ol>
<p>Week 4 9/14-20</p>	<p><b>Agenda</b></p> <p>Complete and Submit Essay 1 (Turn in your <i>drafting materials</i>, as well, for 1S)</p>
<p>Unit 2: Expository and Argumentative Writing [Themes: Perspectives on Family and Gender Expectations]</p>	
<p>Week 5 9/21/27</p>	<p><b>Agenda</b></p> <ol style="list-style-type: none"> <li>1. Read Essay 2 Prompt</li> <li>2. Review Sample Essay 2</li> <li>3. Read <i>Rereading America</i>, Chapter 1 “Harmony at Home,” articles:             <ol style="list-style-type: none"> <li>a. Chapter 1 Introduction (15 – 20)</li> <li>b. “Looking for Work” by Gary Soto (20 – 25)</li> <li>c. “What We Really Miss About the 1950s” by Stephanie Coontz (26 – 42)</li> <li>d. “The Color of Family Toes: Race, Class, Gender, and Extended Family Involvement” by Gerstel and Sarkisian (43 – 50)</li> <li>e. “From Becoming Nicole: The Transformation of an American Family” by Amy Nutt (73 – 87)</li> <li>f. “From Beyond Monogamy: Polyamory and the Future of Polyqueer Sexualities” by Mimi Schippers (100 – 103)</li> </ol> </li> <li>4. <u>Complete and Submit Response 4</u></li> </ol>



<p>Week 6 9/28-10/4</p>	<p><b>Agenda</b></p> <ol style="list-style-type: none"> <li>1. Read <i>Rereading America</i>, Chapter 5 “True Women and Real Men,” articles: <ol style="list-style-type: none"> <li>a. Chapter 5 Introduction (471 – 477)</li> <li>b. “Girl” by Jamaica Kincaid (477-479)</li> <li>c. “How to do Gender” by Wade and Ferree (480 – 494)</li> <li>d. “Guys’ Club: No Faggots, Bitches, or Pussies Allowed” by Gomez (495 – 504)</li> <li>e. “Sisterhood is Complicated” by Ruth Padawer (505 - 518)</li> <li>f. “From the Gender Knot...” by Allan Johnson (527 – 544)</li> </ol> </li> <li>2. <u>Complete and Submit Response 5</u></li> </ol>
<p>Week 7 10/5-11</p>	<p><b>Agenda</b></p> <ol style="list-style-type: none"> <li>1. Read <i>They Say / I Say</i> Part 2: <ol style="list-style-type: none"> <li>a. Chapter 4 “Yes / No / Okay, But”</li> <li>b. Chapter 5 “And Yet”</li> <li>c. Chapter 6 “Skeptics May Object”</li> <li>d. Chapter 7 “So What, Who Cares?”</li> </ol> </li> <li>2. Implement what you’ve learned; work on your essay draft.</li> </ol>
<p>Week 8 10/12-18</p>	<p><b>Agenda</b> <u>Complete and Submit Essay 2</u> (Turn in your <b><i>drafting materials</i></b>, as well, for 1S)</p>
<p>Unit 3: Research Practices {Themes: Perspectives on Individual Opportunity and Race}</p>	
<p>Week 9 10/19-25</p>	<p><b>Agenda</b></p> <ol style="list-style-type: none"> <li>1. Read Essay 3 Prompt</li> <li>2. Review Sample Essay 3</li> <li>3. Review <i>Rereading America</i> Chapter 4 “Money and Success” and Chapter 6 “Created Equal” – <b><i>narrow your research focus; read articles of YOUR CHOOSING</i></b></li> <li>4. <u>Complete and Submit Response 6</u>: Research Request</li> </ol>

Week 10 10/26-11/1	<b>Agenda</b> 1. Read <i>They Say I Say</i> Part 3 & 4 a. Chapter 10 “The Art of Metacommentary” b. Chapter 14 “What’s Motivating This Writer” c. Chapter 16 “The Data Suggest” d. Chapter 17 “Analyze This” 2. <u>Complete and Submit Response 7: Impetus &amp; Process</u>
Week 11 11/2-8	<b>Agenda</b> <u>Complete and Submit Response 8: Findings &amp; Initial Concluding Point(s)</u>
Week 12 11/9-15	<b>Agenda</b> Catch-Up Week – Use this time to catch up on overwhelming work; use this time to work on your essay.
Week 13 11/16-22	<b>Agenda</b> <u>Complete and Submit Essay 3</u> (Turn in your <i>drafting materials</i> , as well, for 1S)
<b>Unit 4: Extension of Research Practices and Revision &amp; Editing Strategies</b>	
Week 14 11/23 – 29	<b>Agenda</b> 1. Read Essay 4 Prompt 2. Review Sample Essay 4
Week 15 11/30 – 12/6	<b>Agenda</b> <u>Complete and Submit Response 9: Revision Plan</u>
Week 16 12/7 - 13	<b>Agenda</b> 1. <u>Complete and Submit Response 10: Editing</u> (You’ll get this in the mail) 2. Read the Last Section of this Course Packet, “Grammar & Style Support Materials.”
<b>Finals Week: Wrapping Up the Semester</b>	

Week 17 12/14 - 18	<b>Agenda</b> 1. <u>Complete and Submit Essay 4</u> , due December 18 <sup>th</sup> (Turn in Essay 3 for reference). 2. <u>Complete and Submit your Final Reflection</u> , due December 18 <sup>th</sup> <i>**The Fall 2020 Semester Ends on December 18<sup>th</sup> – any and all work needs to be turned in at this time**</i>
-----------------------	--