

Syllabus for American Literature II: Beginnings to the Civil War

Course Information

Semester & Year: Spring 2021
Course ID & Section #: ENGL 18 / V1049
Instructor's name: Dr. Peter Blakemore
Course units: 3

[Instructor Contact Information](#)

Zoom Office hours or chats by arrangement through email request
Email address: peter-blakemore@redwoods.edu

[Catalog Description](#)

A survey of American literature from the Civil War through the present. Students will read critically and analytically to understand ideas and historical and cultural implications of major works of American literature.

Textbook: *The Norton Anthology of American Literature Ninth Edition*, Volumes C, D, & E ISBN # 978-0-393-26455-5

Note: Be sure that you get the Ninth Edition. Earlier editions will not contain all of the texts we will be reading during the term. It is solely your responsibility to have the correct course text.

Other Materials: There will also be a sizable number of handouts, electronic documents, videos, photographs and maps available through the course's Canvas site. Make sure that you can access these materials at the start of the course. And please alert me immediately if there are any problems with downloads or with opening any of the course materials. Don't wait! Tell me right away.

[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, 1st 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 one of the biographical or historical headnotes (the informative sections that appear before the works of literature in our textbook) and some ideas arise for you regarding, say, population statistics for immigration or what Jim Crow segregation laws were in effect in a specific place or what jobs women generally were employed in—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.

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 20 pages from the **Individual Reading Selection** pages listed in the **Syllabus**, read those 20+ pages, and then make a brief report to your small group. These sections could 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 flip through the entire section, 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, poetry, story, non-fiction article, newspaper article, part of a play, 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 the author creates a sense of each character or perhaps you notice that the setting—the place—where the novel, story or poem takes place has an important effect on your interpretation; maybe you thought you detected that the author is making a political argument in the text somehow or maybe the 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 (this document is already tipping in at 260 words, so that's not exhaustively long). 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).

The Response and Reflection Essays

Form and Due dates: These 350+ word, double-spaced essays should be uploaded as MS Word doc or docx, rtf, or txt to the Canvas website by midnight on the evenings of the Sundays they are due: February 1st; February 22nd; March 14th; April 12th; May 3rd. The final R&R is due on the last day of Finals Week, Friday, May 14th.

Options and focus for response and reflection: Each Response and Reflection Essay (R&R) should begin with some question you have arrived at regarding the Main Module Text we have all read during the Module. For instance, R&R#1 due on Monday, February 1st, should focus on ideas and inquiries coming out of your reading and discussion of Walt Whitman and/or Emily Dickinson. The R&R can focus on broader questions or ideas that explore connections between texts. In other words, as long as you focus on what we've read and discussed together, 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 worldview as described or represented in Whitman or Dickinson and how that corresponds with or departs from ideas you developed in Pre-reading Inquiry Questions, the Response and Reflection Essay is a good place 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. If Individual Selected Readings spur you to new ideas that connect to earlier questions you asked of earlier texts, by all means, raise these issues. 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 way 19th century Americans described what it meant to live in a unified nation as opposed to a region, you might begin by focusing on a specific example from an early reading and then compare it with another reading from later in the semester. 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 in the course.

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 18 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

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 substantially 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 will not agree to your request. The best policy each of you can hold yourself to is to get your work in on time.

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 headnote readings to generate 2) Pre-reading Inquiry Questions that you will then 3) share with members of your first week small groups. After sharing your PIQs, you will 4) pick 20+ pages for the Individual Reading Selections (IRS) from the open selections pages of our text that you will then read and 5) report on your IRS for your Small Group Discussion section. After you have posted your ideas on your IRS and responded to each of your small group members posts, you will 6) read the Main Module Text and 7) post your two Inquiry Questions (IQs) 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 pages listed in the syllabus.

Main Module Text — Peter's selection for the whole class 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 headnotes in the text.

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.

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 movement.

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 3.2 as in Module 3, Week 2, or 4.3 as in Module 4, Week 3):

Module 1

Week 1 (1.1) January 16 - 23

1) Student Introductions due by 1-21-21; 2) watch VIDEO: *How to Read Literature* by 1-22-21.

Week 2 (1.2) January 24 - February 1

1) Watch VIDEO: *A Window on Their World: America after the Civil War* mini lecture (MINI #1) and 2) read pages 1-18 in *The Norton Anthology of American Literature, Volume C, 1865-1914 (NAAL-C)*; 3) post Pre-reading Inquiry Questions by 1-27-21; 3) read Main Module Text—Walt Whitman and Emily Dickinson, *NAAL-C* pages 19 – 111 by Friday, 1-29-21; 4) Post questions and responses to Whole Class Discussion #1 by 1-29-21; 5) post Response and Reflection Essay #1 due 2-1-21.

Module 2

Week 3 (2.1) February 4 - 10

1) View *Window on Their World: The Gilded Age* by 2-2-21; 2) post Pre-reading Inquiry Questions by 2-3-21

Week 4 (2.2) February 11 - 17

1) Choose and read Individual Reading Selection (at least 30 pages) from *NAAL-C* pages 318-406 and/or 497-536; 2) Report on Individual Reading Selection in Small Group Discussion by 2-8-21; 3) read Main Module Text—Kate Chopin, *The Awakening*, *NAAL-C* pages 548—639.

Week 5 (2.3) February 18 - 24

1) Post ideas and responses to Whole Class Discussion #2 by 2-17-21; 2) post Response and Reflection Essay #2 due 2-22-21.

Module 3

Week 6 (3.1) February 25 – March 3

1) View *Window on Their World: Realism and the Regions of American* and read *NAAL-D* pages 3-23 by 2-23-21; 2) post Pre-reading Inquiry Questions by 2-24-21; 3) choose and read Individual Reading Selection from *Norton Anthology of American Literature; Ninth Edition, Volume D, 1914-1945 (NAAL-D)*—choose at least 30 pages from 178-386.

Week 7 (3.2) March 4 – 10

1) Report on IRS in Small Group Discussion by 3-2-21; 2) read Main Module Text—Willa Cather, *My Antonia*, in *NAAL-D* pages 32—168.

Week 8 (3.3) March 11 – 17

1) Post ideas and responses to Whole Class Discussion #3 - initial posting by 3-10-21; 2) post Response and Reflection Essay #3 due 3-14-21.

Module 4

Week 9 (4.1) March 25 – 31

1) Answer the Mid-semester Assessment Survey by 3-22-21; 2) view *Window on Their World: Modernism and the New America* by 3-21-21; 2) post Pre-reading Inquiry Questions by 3-24-21; 3) choose Individual Reading Selections in *NAAL-D* pages 467-628.

Week 10 (4.2) April 1 – 7

1) Report on IRS in Small Group Discussion by 3-29-21; 2) read Main Module Text—William Faulkner, *As I Lay Dying* in *NAAL-D* pages 666—764.

Week 11 (4.3) April 8 – 14

1) Post ideas and responses to Whole Class Discussion #4; 2) post Response and Reflection Essay #4 due 4-12-21.

Module 5

Week 12 (5.1) April 15 – 21

1) View *WTW: The New Normal* by 4-13-21; 2) read *NAAL-E* pages 3—23 and post Pre-reading Inquiry Questions #5 by 4-14-21; 3) choose Individual Reading Selections from *NAAL-E*, pages 25-215.

Week 13 (5.2) April 22 – 28

1) Report on IRS in Small Group Discussion by 4-19-21; 2) Read Main Module Text of poems and stories of Levertov, Baldwin, & O'Connor in *NAAL-E* pages 387-460.

Week 14 (5.3) April 29 – May 5

1) Post ideas and responses to Whole Group Discussion #5 by 4-28-21; 2) post Response and Reflection Essay #5 due 5-3-21.

Module 6

Week 15 (6.1) May 6 – 12

1) View WTW: At War with Ourselves by 5-4-21; 2) post Pre-reading Inquiry Questions #6 by 5-5-21; 3) read Main Module Text Sam Shepherd's play *True West* in *NAAL-E* pages 861-901.

Finals Week (6.2) May 13 – 17

1) Post ideas and responses to Whole Group Discussion #6 by 5-12-21; 2) post Response and Reflection Essay #6 due 5-14-21.

Zoom and Chat Office Meetings

I will arrange for synchronous Zoom or Chat meetings with individuals and/or groups on an as requested basis. If you would like to confer with me directly in either way, please address an email directly to my CR email address with a clear subject line and a detailed description of what you would like to discuss. I can easily arrange things to meet our mutual scheduling needs, most likely within a day or two of your request.

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](#).

Participation and Attendance:

In this online class, your participation will be assessed every week and you will quickly know whether you are giving the necessary amount of attention and time to this course. Since there will be two or three graded assignments per week, you will need to keep up with our pace and regularly participate and attend to your colleagues' ideas and writing and your instructor's comments regarding your work. ***The best way to think of things is that your participation in weekly class discussions is the equivalent of attendance in the face-to-face classroom. I will score the Small-Group and Whole-Class Discussions periodically, but you should know this: if***

you do the required work for the discussions, you will receive full-credit. If you consistently post late and neglect to reply to colleagues, you will receive only partial credit.

Communication Guidelines:

I will respond to emails within a day or two—it may be that I am buried up to my neck in reading and only have an hour in the morning or evening to review emails that day—but usually I check my email 3 or 4 times a day so you can usually expect a response from me that day. The same holds for phone messages. I will also be available in person during the time listed as office hours at the top of this syllabus. I prefer direct personal email to peter-blakemore@redwoods.edu and I will regularly check online Questions and Answers Forums for issues or open question. Please be specific in your email subject lines; if you have a question about page-length for an assignment, an appropriate email subject would be: “Question about IRIE#1 page-length”. Finally, you should know that all students have individual privacy rights, including the legal right to prevent information from being disclosed to anyone (including parents or guardians) without your prior written consent. I will uphold your right to privacy as much as it is within my power to do so.

Regular effective contact and Substantive Interaction:

Students will receive timely and substantive feedback on all course assignments, including weekly announcements, small-group reading inquiry questions, threaded discussion forums, and other written materials. Students will read novels, short stories, and poems and watch or read instructor-prepared lectures, complete reports on individual reading selections, and contribute to regular whole class discussion boards, creating original posts as well as commenting on other students’ posts. Each module includes required writing which the instructor will comment upon based on a published rubric.

The instructor will also produce a series of video mini lectures to facilitate student success in all aspects of the course.

Online Etiquette and Respectful Dialog:

Please note that in this online course you will be held to the same standards of civil and civic discourse I maintain in face-to-face classrooms. We will be discussing many controversial ideas, something that we should never try to avoid but which also sometimes raises emotions to the fore. Before sending any correspondence or posting any kind of reply, please ask yourself, “Is my response based on reason or emotion?” If your response has been generated by emotion, I ask that you set your response aside for a period of time until you can review it and think objectively about the likely effect your response will have. And if you determine that your response is based on reason, please make sure that your wording points primarily to the reasoning.

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. 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 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 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, 1st floor

- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

Student Access:

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

Students who discover access issues with this class should contact the instructor immediately—DON'T WAIT!

Admissions deadlines & enrollment policies

Spring 2021 Dates

- *Classes begin: 1/16/21*
- *MLK Jr. Birthday (all campuses closed): 1/18/21*
- *Last day to add a class: 1/22/21*
- *Last day to drop without a W and receive a refund: 1/29/21*
- *Census date: 2/01/21 or 20% into class duration*
- *Last day to petition to file P/NP option: 2/12/21*
- *Lincoln's Birthday (all campuses closed): 2/12/21*
- *President's Day (all campuses closed): 2/15/21*
- *Last day to petition to graduate or apply for certificate: 3/04/21*
- *Spring Break (no classes): 3/15/21 – 3/20/21*
- *Last day for student-initiated W (no refund): 4/02/21*
- *Last day for faculty-initiated W (no refund): 4/02/21*
- *Final examinations: 5/08/21 – 5/14/21*
- *Semester ends: 5/14/21*
- *Grades available for transcript release: approximately 5/31/21*

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.

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 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.