

## Course Information

Semester & Year: Fall 2020
Course ID & Section #: V0612
Instructor's name: Ms. Shannon Mondor (she/her)
Day/Time or *Online: ONLINE
Location or *Online: ONLINE
Number of units: 4

## Instructor Contact Information

Office location: ONLINE
Office hours: Time to meet individually on Zoom can be arranged as needed. I will also be working regular Zoom hours as a faculty tutor through the Academic Support Center starting in Week 3. Fridays from 11 AM to noon I'll host an optional English 1S Zoom extra support hour that you are welcome and encouraged to attend.
Phone number: N/A. Please contact me via email using the address below or through your Canvas inbox.
Email address: shannon-mondor@redwoods.edu

## Catalog Description

This is an introductory course that offers instruction in expository and argumentative writing, close reading, cogent thinking, research strategies, information literacy, appropriate and effective use of language, and documentation.
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## Course Student Learning Outcomes *(from course outline of record)*

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.

## 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.

## Support for online learners during COVID-19

In response to COVID-19, College of the Redwoods moved the majority of its courses online to protect 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 technology limitations that might affect your participation in class. I want every student to thrive.

## 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.

## Evaluation & Grading Policy

There are no plus or minus grades in this class. Students must earn a final grade of 70 percent to pass the class. No Ds are awarded.

<u>Major Essay Grades and Final Course Grades</u>	<u>Point Values</u>
A	90-100
B	80-89
C	70-79
F	0-69

Your final course grade includes all the required reading and writing assignments. Details about expectations and evaluation are provided later in the syllabus, and on Canvas in specific assignment directions and Weekly Information and Instructions pages.

- **Major Paper #1: Essay and Working Portfolio** based on *Between the World and Me* **15%**
- **Major Paper #2: Persuasive Research Project (Annotated Bibliography required)** **25%**
- **Critical Reading, Writing, and Discussion Practices & Major Paper #3** **60%**  
(Includes all shorter formal and informal reading and writing assignments such as freewriting, MRLs, discussion posts, short formal analysis papers, peer review, viewing videos, brainstorming, reflections, etc...)

## English 1A: College Composition Mondor/Spring 2021

### **IDENTIFYING AND CONTACT INFORMATION:**

- **Course meets:** (V0612) **ONLINE** in Canvas on Saturday, January 16 - 11:59 PM Thursday, May 13
- **Instructor:** Ms. Shannon Mondor (Pronouns: she/her)
- **Email:** shannon-mondor@redwoods.edu
- **Office Hours:** Please email me with questions when they arise. I will be working as a faculty tutor on Zoom through the Academic Support Center approximately 5 hours a week, where you'll always be able to find me starting in Week 3. If these hours do not work with your schedule, I can hold individual conferences in Zoom if you would like, with or without video.
- **English 1S:** I will also be hosting an optional weekly English 1S Zoom extra support hour every Friday from 11 to noon. You are welcome and encouraged to attend all or part of this hour.

### **REQUIRED TEXTS AND MATERIALS (All are available at the online CR Bookstore & Amazon.com):**

#### Required Texts (See links to these books in Canvas):

- **Academic Writing Now: A Brief Guide for Busy Students**, David Starkey, Broadview Press, 2017, ISBN 978-1-55481-380-3. (About \$24 new. Please be sure you get the latest edition with the 2016 MLA updates.)
- **Between the World and Me**, Ta-Nehisi Coates, Spiegel & Grau, 1<sup>st</sup> edition, July 14, 2015, ISBN 978-0-8129-9354-7. (About \$14 new.)
- **The New Jim Crow: Mass Incarceration in the Age of Colorblindness**, Michelle Alexander, The New Press, 2011, ISBN 978-1-62097-193-2. (About \$15 new.)
- **White Fragility: Why It's So Hard for White People to Talk About Racism**, Robin DiAngelo, Beacon Press, 2018, ISBN: 978-0-8070-4741-5 (About \$10 new.)
- All other course texts, videos, and readings will be made available via Canvas.

#### Required Materials and Attitude:

- **Daily access to a computer and the Internet** (Access Canvas *at minimum* three days each week.)
- **An active CR email account** that you check regularly for messages and announcements
- The ability to post/submit **Microsoft Word** compatible documents or .pdfs (\*\*I can't open .pages files, and they don't work well with Canvas. Incorrect files will earn a zero and an invitation to resubmit assignments in a readable format. Future assignments that do not comply with required file types will earn a zero).

\*\*Students can obtain a free [Office 365 license](#) (includes Word, Excel, PowerPoint and more) with a valid CR email. Please download this program in Week 1 if you need it.

- A **USB Flash drive** for archiving your work. Back up all your files in a few different ways and develop a good naming and organization system so you can find the appropriate files when needed.
- Dedicated chunks of **time** set aside in your weekly schedule/planner to devote to completing the work of our class—doing some work each day will help prevent you from feeling overwhelmed when facing the two due dates for submitting work each week (on Thursdays and Sundays).
- A **growth mindset**, which will allow you to take risks, try new things, and stretch your abilities through experimentation, dedication, commitment, trial & error, feedback, and reflection. You can do this. I believe in you. You need to believe that you can succeed in this course as well, especially when it gets tough.
- Willingness to ask questions, offer insights and observations, think out loud, write in your books, share ideas still in process, and figure out where you stand on issues through class discussion and writing. **Be present and engaged.**

**COURSE DESCRIPTION AND OVERVIEW:**

Students will develop and refine their abilities to read critically and to recognize and recreate the qualities of effective writing appropriate for the college level. Students will produce writing based on observation, experience, discussion, analysis of texts and readings (including videos), reflection, and research. Students will analyze and produce diverse genres, with attention to how reading and writing strategies and techniques may be used to achieve intended purposes in different rhetorical situations. Students will develop skills associated with the collaborative nature of writing and critique, which will include understanding writing as a recursive, rhetorical, and social process. Meta-cognition and reflection form the core elements of this course, since they deepen our insights and critical abilities with language. Active and informed participation of all students is essential to our work. Lectures will be scarce, even the video variety, so come prepared to engage, debate, think deeply, and discuss a variety of perspectives in this class. Ideally, students in this course should form a community of supportive, engaged writers who take responsibility for learning, who make appropriate and effective rhetorical choices, who compose strong, relevant arguments featuring analytic claims supported with credible evidence and intended rhetorical appeals, and who are committed to improving each other's writing and thinking. Your engagement and contributions are going to make this course what it is. Please don't plan to skate by, expect lectures from me that tell you what to think, or think lurking will allow you to succeed.

Our course theme for spring 2021:

**Citizenship in America—Colorblindness, Racial Inequality, and Mass Incarceration**

In this course, we will examine and write about race and citizenship in American life. Many recent tragic events highlight the disconnect between our nation's noble democratic ideals of equality and fairness and the lived experience of many of our citizens and residents, especially those who are poor and people of color. Race and racism remains a topic that concerns, interests, frustrates, unnerves, and even confuses many people in this country. Over one hundred and fifty years after the end of the Civil War (in 1865) and more than fifty years since the Civil Rights Movement made its major legislative achievements dismantling Jim Crow (in the early 1960s mostly), it is still exceptionally challenging for most Americans to talk about race: openly addressing issues involving race and deepening our understanding of racial inequality, its causes, and consequences makes many (white) people feel personally uncomfortable or threatened and potentially vulnerable to accusations of racism or prejudice. People of all colors feel anger, pain, resentment, guilt, shame, blame, confusion, or denial while thinking about issues of racial inequality, which only contributes to the silence and exaggerates the awkwardness of our often uninformed attempts to talk about it. We need to get better at talking and writing about sensitive issues from an informed perspective. The course theme has been chosen to help us do that. This course theme has been my choice of focus for over 5 years now, and the brutal events of the past year have demonstrated how badly we need to improve our ability to discuss race.

The enduring legacies of both past and ongoing wrongs complicate how we each feel about who should be considered responsible or to blame, who has benefitted (and continues to), and what can and should be done to repair and rectify the inequalities, injustices, mutual mistrust, and continued pain and suffering Americans experience due to persisting systemic racism, unconscious and implicit bias, unearned privilege, micro-aggressions, and personal prejudices. Our course texts and our own experiences and backgrounds will help us have informed conversations on these crucially important

current issues. This topic is an ideal focus in a course devoted to analysis and critical thinking because there's such a pressing need to figure out where we stand and provide solid reasons for those positions. It's a ripe topic for academic inquiry and argumentation.

We will need to be gentle, kind, and respectful to each other as we examine these sensitive issues, but we will also need to push beyond our comfort zones to achieve new intellectual and empathetic insights. It is okay to feel uncomfortable as we navigate these conversations; that discomfort and uncertainty is an expected and important part of learning and challenging ourselves in new ways that will ultimately foster deeper compassion, awareness, and understandings of complex experiences regarding race, effects of social inequality, and mass incarceration. Taking risks can lead us all to valuable new insights, perspectives, and relationships, so I encourage you to be brave and participate as thoughtfully as possible. College is the place to hone these skills, where critical analysis and credible information is key to making and supporting sound arguments about issues that matter in our daily lives.

It is my hope that looking critically at how race functions in our current society (and how race intersects with other aspects of our identities, such as gender, class, sexuality, etc...) can help us better understand how to actively work for and promote the freedom, equality, integrity, and justice for all as promised in our country's founding documents. Analyzing persistent racial and social inequality, unconscious biases, conscious prejudices, micro-aggressions, and unexamined power dynamics together using critical academic, rhetorical, and intellectual inquiry can allow us to begin to know how to intervene positively in our daily personal, social, and institutional lives, should that be or become a goal.

Our inquiry this semester has very real consequences for ourselves and for our society. What we achieve on these fronts will largely depend on our individual and collective willingness to listen, learn, sit with discomfort, and confront our own experiences and preconceptions of what race means, what it does, and how it functions in our own lives and the wider world. I invite you to embrace what I expect will be a difficult and challenging process of questioning, learning, and discovery. There is room for each person to arrive at his or her own conclusions, and where each one of us ends up at the end of this semester will depend on where we're starting and how vulnerable and open we are willing to allow ourselves to be throughout this learning process as we interpret the arguments in our course texts and come to understand how the ideas conveyed by the authors connect to our own experiences and values and the country we want America to be.

#### **COURSE REQUIREMENTS:**

In college classes, for every hour spent in class, students should expect to spend a minimum of 2 hours working outside of class. For this 4 unit, 4-hour per week class, expect to spend **at least 8** additional hours reading and writing to earn an average grade. That's a grand total of 12 hours each week devoted to this course work. Please dedicate enough time in your schedule to succeed in meeting the requirements. Earning excellent grades will likely involve investing more time and effort than the expected minimum.

#### **Major assignments for English 1A include:**

- Reading the 3 required books (*Between the World and Me*, *The New Jim Crow*, and *White Fragility*) and using the 4<sup>th</sup> book (*Academic Writing Now* or one of the OER textbooks) as support as needed for your writing projects. \*\*The reading load is heavy and will range between 50-100 pages each week.

- (About 13) Metacognitive Reading Logs (MRLs)—notes of what you take away from your reading in a template to facilitate your understanding, retention, and ability to use the ideas in writing projects.
- (About 7) Short Formal Analysis Posts. Most of these posts will be Reading Responses (a minimum of 500 words each) that follow a set format on a provided template and get posted to discussion boards.
- Major Paper #1: 1200+ word essay & accompanying Working Portfolio (required process assignments) on a key lesson in *Between the World and Me*.
- Major Paper #2: 1200+ word Persuasive Research Project requiring a variety of genres (proposal, annotated bibliography, analytical paper featuring MLA style and a Works Cited) on a topic inspired by *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* or *Between the World and Me*.
- Major Paper #3: 1200+ word reflective essay on what has been learned about the course theme.
- Weekly informal small group or whole class discussion posts due every Thursday (with replies to the conversation due every Sunday).
- Weekly 30-minute freewriting sessions, plus other focused freewrites on assigned topics.
- Active, engaged, regular, thoughtful, and informed participation in class activities such as reading, taking notes, writing, reflecting, and research working alone, in pairs, and in small groups.
- 2 Peer Response Groups: participation in respectful, critical response to rough drafts in small groups.
- **English 1S:** The support lab (English 1S V0644) is .5 units. I'll be hosting an optional Zoom 1S extra support hour from 11 AM to noon every Friday. That's time you can plan to spend working on assignments from the lecture part of our course with immediate support available from me and possible companionship and collaboration with your peers should they choose to attend.

### Meeting Deadlines:

**Due Dates** for assignments will be available on Canvas: Most things will be due Thursday or Sunday of each week. Assignments need to be posted to the appropriate Canvas location (in that week's module, the assignments link, or a discussion) by 11:59 PM on the due date. Though Canvas will mark assignments late if posted after 11:59, if they are submitted before the end of the next day, I will not consider them late or take away any points (you have a 24-hour grace period built in to submission deadlines).

After the grace period, missing deadlines could result in grading penalties or the inability to submit an assignment unless an extension has been granted in advance. Many shorter informal assignments (such as the weekly group discussions and the freewrites) will be closed to submissions once the grace period is over. Assignments not submitted by the end of the grace period can lose up to 20%. Most assignments close at the end of the module or at most one week after their due dates. Assignments submitted more than one week after the due date or once the assignment submission window has been closed will not earn credit (unless you use one of your 3 late passes). Instructor feedback may not be provided on late work.

You get 3 late passes that let you submit one assignment up to one week after the submission window has closed with no late penalty. The passes cannot be used for a rough draft of a major paper, peer review, or assignments due the final week of the semester. These are a No Questions Asked (NQA) kind of

late pass. You get an extra week to turn work in as long as you do 2 things: 1) Post a comment under where your assignment should be saying you'd like to use a late pass. 2) Let me know in an email when you've posted the late assignment and that you're using one of your late passes. Also include the assignment as an attachment to the email message. If the assignment is closed, add the file as an attachment in the comments section of that assignment, and let me know via email that you'd like me to grade your work. Use these passes wisely.

Please communicate with me before due dates to request extensions or alternate due dates should the need arise. For students current on course work, occasional extensions may be provided. Such decisions will be at the discretion of the instructor and will be made on an individual basis.

### **Expectations—Stay on top of your work:**

Extensive independent reading and writing will be necessary for this class. I expect you to have your own copy of the books, to write in your books, take notes while you read, have something to say or ask about the readings in discussion forums, and to look up words and references you don't know yet or understand fully enough to help you really get what's going on in the reading. I also expect you to bring questions about what you want to understand more fully to your conversations with classmates in group discussions. Coming online prepared and having done active reading and reflection about the ideas that stand out to you is important. Doing this kind of work online takes a tremendous amount of self-motivation and good organization skills. Build in accountability and a solid study schedule to keep yourself on track. Ask for help as soon as you need it.

Students are responsible for keeping up with the class, for being prepared, for knowing when things are due, for following the schedule and syllabus policies, for asking questions about things they don't understand, and for contributing to an energetic and respectful learning community. Your contributions will help create the vibe and community of our class. By enrolling in this section of English 1A, you are committing to meeting our course goals and must be willing to participate in the activities, assignments, and techniques involved. Don't just take up virtual space or check items off a to-do list: learn and grow. Put your stamp on our learning space.

Genuine learning often involves discomfort with new and unfamiliar ideas and processes—expect to think deeply about challenging, complex issues concerning racial inequality, citizenship, and mass incarceration—none of which have simple answers. You must be willing to think and write critically about these topics. Expect to stretch your intellectual, human, and rhetorical capabilities. I will be pushing you into unfamiliar territory as a matter of intentional design. How much you learn and how much your writing, reading, and critical thinking improves will depend on the intensity of your commitment, your willingness to interact and collaborate with each other, and your sincere engagement in academic inquiry and personal reflection.

Members of this class are expected to show basic respect and tolerance for each other, but it is my hope you come to recognize and enjoy each other's unique strengths, quirks, and gifts as things to celebrate. We will undoubtedly hold and explore different views, but that should not prevent us from listening to and learning from each other in a respectful space that can embrace a wide variety of equally good and diverse ideas. Figuring out where we stand on issues and why is a foundational element of this course, of college, and of life.

**Please conduct yourself in a respectful, professional manner appropriate for a college classroom even though we will be occupying virtual space together.** Students whose behavior becomes disruptive or disrespectful will have offensive posts removed. We will be communicating online, but a college classroom has very different norms and expectations than open online forums where trolling and insults can take the place of respectful and reasonable discussions. Please focus on interrogating ideas, not people, and keep your attention on reason—credible claims and evidence—over emotions. Give yourself space and time to be sure what you want to say is kind, respectful, and clear, and express yourself in rational and reasonable ways. You have the power and responsibility to delete and/or edit your own posts in discussion forums so that they comply with this very important academic community expectation of respectful dialogue.

### **The Working Portfolios for MP #1 and MP #2:**

The first two major papers will go through a process using many smaller assignments that will act as building blocks for your rough drafts and final versions of the essays. Save all of your work at least two different ways, such as email, a USB flash drive, GoogleDocs (in the Gmail Drive), Canvas, your computer hard drive etc... to protect against losing important thinking and writing to technology and software glitches or power failures.

The Working Portfolio serves to guarantee the intellectual integrity of your work by providing a record of your writing process—your ideas, labor, and efforts developing each assignment specifically for this course. Your essays in this class will go through a scaffolded process, not just be a one-shot deal you jam out the night before something is due. Students who do not produce preliminary work that is part of the process of each essay cannot earn credit on a final draft of the essay. The rough drafts are a required component and they will not earn credit if they are submitted on the same day as the revised drafts are due. Commit to revising writing over time as your thinking and understanding of each book develops and deepens.

### **Formal Assignment Format & Word Counts:**

Formal assignments you attach as downloadable documents should be typed using a standard 12-point font (Times, Calibri) with one-inch margins. Single spaced paragraphs are fine, as long as you skip a line between each paragraph to provide white space. Use a single-spaced heading that includes your name, the instructor's name, the course number, the assignment, the date, **and the word count**. Type this on the **left side** of the first page of every assignment you attach. It does not need to be in a header.

Example Heading:    Student Name  
                             Ms. Shannon Mondor  
                             English 1A  
                             Reading Response #4—Coates, Part 2  
                             February 9, 2021  
                             Word Count: 523



Informal assignments or discussion posts that you complete do not need this special heading, but **most assignments do need to feature a word count**. Don't waste time counting the words yourself. Find the feature in your word processing program that tells you how many words are in your document.

Please include word counts for all assignments that provide a required minimum. Include the word count as a number in parentheses at the end of a discussion post or reply, for example, or any assignment where I designate a word count. You can exceed the minimum requirements in all cases, but stick to a reasonable range so that you don't ever submit more than twice the required minimum without first consulting me.

### **Canvas: How this class works**

Our course will be organized by weekly modules where you will be able to read explanations of your assignments, post assignments, participate in discussions, access copies of documents, and explore additional resources and links related to our course material. As each week passes, I will move that module to the bottom of all the modules, so that the current module is always the first thing you see when you log in.

This course is organized so that it's asynchronous, which hopefully allows each of you to complete the work around your competing life commitments as it's most convenient for you, within a regular framework of submitting assignments twice each week.

Your work will generally be due in two weekly installments—every Thursday and Sunday expect to post several assignments by 11:59 PM. Only accessing course material twice a week on the days assignments are due will not be enough to allow you to prepare the work in a quality manner or to engage in regular communication and collaboration with your peers, who are the main source of discussion about the texts we're reading. Allow lag time for conversations to develop asynchronously. Check back periodically to read posts and respond as ideas come to you. Set aside time to focus on your role in the learning space. Also, please read all of the posts even though you only need to respond to two of them each week, so that ideas are not repeated. Add to or elaborate on the ideas to let your peers know you are listening to them.

Each module will be divided in to three main sections 1) assignments due Thursday 2) assignments due Sunday, and 3) resources and materials you need for the week's work (featuring a weekly to-do list).

I will post an announcement each week on Monday morning detailing what work is due, when it is due, and providing any important instructions about how to complete your assignments. In every module, I'll have a Weekly Instructions and Information page where you can find exactly what to do for the coming week. The announcement and the page will contain the same information. I'm expecting students to log in each Monday to preview and assess the weekly assignments, ask questions early about anything that's not clear, and make an individual reading plan to break up the work into manageable chunks so that it can be submitted on time. The first weekly assignments will need to be submitted by 11:59 every Thursday (except week 1 because you're confirming your presence in our class by posting an introduction by Tuesday at 11:59 PM). The second batch of weekly assignments will be due posted by 11:59 PM every Sunday.

I will read and respond to email almost every day between 9 and 10 AM. I will also check periodically throughout the day at other times to answer your questions as soon as possible to help facilitate your progress on assignments. Questions that come in a panic late on Thursday or Sunday nights will not likely get answers before your deadlines, so please plan ahead and leave time for communication to happen in our asynchronous environment. I don't plan to be available to answer questions after 5 PM. But do send the questions when you have them. I'll wake up and answer your questions in the order I've received them in.

**Every week, from the very first week, plan to spend 1-2 hours on this course each day:** expect to read and take notes on Monday, Tuesday, and Wednesday, freewrite and complete work and written assignments on Wednesday and Thursday, submit all work that's due Thursday, re-read and review Friday and look at new posts from peers Friday and Saturday, and then submit your own remaining work and assignments on Sunday. It's a lot of work, but taking a 4 unit course online means you'll need to be doing something pretty important related to this course essentially every day. It's not a sprint; it's a marathon—slow and steady is key.

I will update grades regularly, which will allow you to keep track of your progress. I use rubrics for most assignments. Reading the rubric grading categories and descriptions before and while producing your work will help you focus on what's important and be sure you cover requirements. Zeroes will damage your grade severely. It is always better to submit some work than skip entire assignments. I will generally grade shorter assignments within a week. Essays (also known as major papers or MPs) will generally take me about two weeks to grade and provide feedback on.

#### **Preferred Name in Canvas:**

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

#### **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>

#### **Power Outage/Internet Outage Situations:**

PG&E could potentially have planned or rotating power outages at some point in our semester together. Of course, if there's no power, there's no online class. But our work is still going to chug along in basically the same order as planned, even if we have to adjust the pace or deadlines because of lack of power. I do not have Internet access when the power is out. That's likely the case for most of you. Try not to get stressed at these times and be assured that I am a flexible human being who wants people to succeed and not face negative consequences for events that are out of our control.

Print out the weekly to-do list each Monday morning (or at the very least, download it to your device so you can complete work without the Internet) so that you can still make progress on the assignments and know what work to do even if or when we lose power. This is another reason I recommend buying print books you can hold in your hands. Old school reading doesn't require power.

When the CR Internet or main website is out, I tend to still have Internet (as do other people using Suddenlink). Bookmark the direct link to Canvas so that you don't need to get there through the CR website (it's the address in the box at the top of your screen when you're in our course). I plan to be somewhat flexible with this issue, within reason. Don't use it as an excuse to avoid work or procrastinate, as all of the work will eventually be due when service is restored. Keep in touch as possible to alert me of your situation.

### **Grading Policy and Criteria:**

This class does not have plus or minus grades. Students must earn a final grade of 70 percent to pass the class. No Ds are awarded for this section of English 1A.

<u>Major Paper Grades and Final Course Grades</u>	<u>Point Values</u>
A	90-100
B	80-89
C	70-79
F	0-69

Your final course grade includes all the required reading and writing assignments in the three categories below. Details about individual assignments, expectations, and procedures are provided in individual assignment directions and Weekly Instructions and Information pages on Canvas.

- **Major Essay #1 Working Portfolio** based on *Between the World and Me* **15%**
- **Major Essay #2: Persuasive Research Project (Annotated Bibliography required)** **25%**
- **Critical Reading, Writing, and Discussion Practices (and Major Essay #3)** **60%**  
(This grade category contains all shorter formal and informal reading and writing assignments such as freewriting, metacognitive reading logs (MRLs), viewing videos, short formal analysis papers, discussion posts, peer review, brainstorming, reflections, etc...)

### **Participation Requirements:**

**Students must submit an introductory discussion post (or contact the instructor if a post is not possible) by 11:59 on Tuesday, January 19 to confirm a space in the course.** Students who go missing and do not submit work for more than one entire weekly module may also be dropped for non-participation, especially if it occurs before week 10 and your efforts have been spotty or sporadic up until that point. Communicate any planned extended absence from course participation or assignment submission in advance of your absence from the course. I don't need details or a justification, just a date you plan to return and resume your work.

Chronic lack of preparedness or a pattern of not completing or submitting work on time will reduce your progress and achievement substantially. Being ready to post and share your work on time, with the

reading done carefully and your writing assignments complete, is a crucial aspect of being successful in this course.

**This is not an online class you can do independently and on your own schedule.** This section of English 1A is an asynchronous online class, but it is not a self-paced/independent study class. The activities we'll be doing– discussing readings and sharing drafts and revisions of writing assignments with each other– depend on interaction with your classmates. To make this work, you will be expected to “attend” and engage with the course several times each week. Assignments that other people (your peers) depend on you for will not earn credit if submitted late. It defeats the purpose of joining a conversation that's already over. So be mindful of others counting on you to show up and do your part so that they can do theirs in our community.

Participation is evaluated as part of your course grade on a weekly basis through two main informal activities due by 11:59 PM each Thursday: independent freewriting on your choice of prompts about the readings and weekly group discussions. This weekly discussion is the equivalent of what would be independent and group work in a f2f class, where you have freedom to ask each other questions, share observations, work through tough parts of a text, figure out what a quote means, etc...The point of these discussions is not to try to sound smart or outperform each other, but to discuss, explore, wonder, critique, and help each other figure things out. There is no pressure to have it all understood yet, just to participate and generate meaning and ideas together. Have a genuine conversation about what you're reading and how you're reacting to it.

To earn weekly discussion points, a student should post on time (by 11:59 PM Thursday), having read and thought about the assigned reading, and contribute in positive ways to the conversation, including asking clarifying questions. Up to 6 points are earned by the initial post. Up to 4 points are earned for responding and truly extending the conversation (by 11:59 PM Sunday). Help each other arrive at insights about the reading; don't just agree or say the person brought up a good idea. \*\*Weekly discussions close for submissions 24 hours after the Sunday deadline, after which no points can be earned for the assignment.

Six participation points each week are earned by completing the informal freewriting activity (FW) due Thursday. These will usually be your choice of 3 prompts to write about for 10 minutes each (or at least 10 sentences). Weekly participation points cannot be made up or earned any other way except by being prepared and participating on time. These activities are a way to keep you on pace with the course and to have good conversations about the ideas your peers are also thinking about. They'll help you get ready for the more formal work due every Sunday. \*\*Freewrite assignments close for submission at the end of every week.

### **Other Important Matters:**

**Write for a Public Audience:** All graded writing done for this course should be of a public nature, meaning that you should feel comfortable sharing it with your peers, the instructor, and a wider public audience. Expect your writing to be read and responded to in diverse ways by a variety of readers. The instructor is not the only person who will read your work in this class. Your peers are an important audience and source of feedback on your work. You can tell who can see your assignments by paying attention to the icons in Canvas. Anything you post to a “discussion” can be viewed by other students. Unless you

stipulate otherwise, I may use work produced in this class for professional purposes (as anonymous examples for future students or in conference presentations).

**Get Connected:** If you have questions or comments about the course, please share them with me. If you send an email, identify yourself by your name and the class section you are in and provide a context for your question or message so that I have enough information to give you a solid answer. Email is the best way to communicate with me. I check it daily. I'm usually thrilled to see questions from students. To me, that means you're taking things seriously and have the desire to do well and know how to ask for the kind of help and support that can facilitate your success and development as a writer and critical thinker. It may take me up to 24 hours to respond, especially if your question is complex or if I'm offline for the day, so please be patient. Please make it a habit to follow professional Netiquette in our electronic communications.

I am open to negotiate *some* course policies and due dates, but you must communicate with me in a timely manner in order for that to happen. Asking for extensions or different arrangements in advance is always better than missing deadlines and trying to get back up to speed. It's very tricky to complete work you've missed and also keep up with current work coming your way. Most of the time, I will suggest leaving the missed assignments behind so you can concentrate fully on what's ahead of you.

**Stay Connected:** Check Canvas regularly. Activate your CR email account and check it several times each week, including the days we don't have work due. Set up notifications in Canvas so that they work for you and give you just the right amount of information about who is posting and what needs to be done. Don't hesitate to send an email whenever you have a question. I don't want confusion or lack of clarity to slow you down or keep you from producing your best work. Also, seek connections with your peers! They are in this with you, and communicating outside of formal channels or assignments can be really helpful. You can email anyone or everyone in the class by using the Canvas Inbox. Forming your own informal online study groups might be a lifeline and provide important accountability. You can even Zoom together without me around!

**Academic Honesty: Please do not cheat or submit work that's not yours.**

Turning in work you did not produce will not help you grow intellectually, nor will it satisfy the requirements of the course. Any student who submits work that is not his or her own or that has not been written expressly and exclusively for this course will fail the assignment. Do not find existing writing online and copy and paste these words or ideas into your own work. Do not submit assignments that your friends produced for their English classes. Do not submit work you wrote last semester for another class. Do not submit identical work as someone else from this class.

I will not award points or credit to work that's not yours or to work that's already earned you credit for another course. If it happens, you earn a zero on the assignment. Depending on the severity of the offense, you could ultimately face more serious disciplinary action from the college—sometimes people get expelled from college for plagiarizing. It's serious business. You may be referred to the Behavior Intervention Team if the problem persists.

Learning how to blend others' voices into your own work is an important academic skill that you will use in this course and throughout your academic and professional careers. We will devote class time to proper MLA documentation and citation of sources so that you develop confidence in these skills. Ask me if you're unsure of how to bring ideas into your writing in a way that is credible and responsible. I'm happy to help you become good at this part of writing in the academic world.

\*\*Sources included in your writing must be documented, whether sources have been required as part of the assignment directions or not. Be responsible. Have integrity. My brain is unique in that I remember extremely well what I read. I always know when I see a string of words again that I've already seen in print. It's not exactly a super power, but it does make me upset and disappointed when quotation marks are missing where I know they should be or when a student is pretending to give me their own ideas in writing but those ideas were actually written or published by someone else.

**www.Turnitin.com:** Each major paper will be automatically sent to Turnitin.com, which is a website that vets your work for authenticity and plagiarism. This service will identify where outside words have been used in your work as well as links to the original websites, whether cited properly or not. Don't be afraid of this tool. I can often tell when another voice enters your work without its assistance, as I read the work you produce all semester long. You will have a style and consistent voice that sounds like you—not like professional or published writers who have analyzed our course texts. Do your best to think for yourself. Don't cave to pressure or try to find something brilliant online. I am most interested in hearing what you think and how you interpret and relate to the course material. There is no substitute for that.

#### **Final Exam Policy / Plans:**

Your final reflection paper (MP #3) will be due Thursday of finals week. No work will be accepted for credit after 11:59 PM on Thursday, May 13.

#### **Institutional Policies and Support Services: CR is here to help in so many ways. Use these free services!**

##### [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
- Math Lab & Drop-in Writing Center via the Academic Support Center (through Zoom)

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

### **Community College Student Health and Wellness**

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

### **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](#).

## Gender-Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is gender-inclusive and non-sexist to affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, humankind versus mankind, etc.), affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression.

## Spring 2021 English 1A Proposed Assignment Calendar

\*\*This schedule is subject to change. Changes will be posted in Canvas. A more detailed version is in Canvas.

### Week 1 Assignments:

#### Thursday 1/21

1. Week #1 Discussion Post on "How to Mark a Book" and "How to Succeed in School"
2. FW #1: 30 minutes of Freewriting about you
3. MRL #1 DUE on "How to Mark a Book"

#### Sunday 1/24

1. Respond to small group discussion #1
2. Post your profile picture to Canvas
3. Syllabus Q & A Forum—post a question, comment, or answer about the course syllabus, policies, or assignments.

### Week 2 Assignments:

#### Thursday 1/28

1. Week #2 Discussion Post on "Brainology" and "Grit"
2. MRL #2 due on "Brainology"
3. Watch and take notes on selected videos about rhetorical appeals
4. FW #2A: 30 minutes of Freewriting on the rhetorical appeals (ethos, logos, and pathos)

#### Sunday 1/31

1. Respond to Week #2 discussion
2. Read the introduction forum posts to meet your classmates and choose 3 peers to ask a question, make a comment, or respond to.
3. Week 2 Short Formal Analysis— College Mindset & Intention for the semester (500 words; include 2 quotes from articles you've read so far)
4. Coates Preview freewriting: FW #2B including poem analysis.

### Week 3 Assignments:

#### Thursday 2/4

1. Week #3 Discussion Post on Part 1 of *Between the World and Me* and Richard Wright's poem of the same name
2. MRL #3 due (5-71)
3. FW #3: 30 minutes of Freewriting on Part 1 of *Between the World and Me*.

#### Sunday 2/7

1. Respond to Week #3 discussion
2. Week 3 Short Formal Analysis— Reading Response DUE on Coates, *Between the World and Me* Part 1 (5-71)



## Week 4 Assignments:

### Thursday 2/11

1. Week #4 Discussion Post on Part 2 of *Between the World and Me*
2. FW #4: 30 minutes of Freewriting on Part 2.
3. MRL #4 due on Part 2, pp. 75-132

### Sunday 2/14

1. Respond to Week #4 discussion
2. Week 4 Short Formal Analysis— RR on Coates, Part 2 (pp. 75-132)
3. Brainstorm: MP #1 ideas

## Week 5 Assignments:

### Thursday 2/18

1. Week #5 Discussion Post on Part 3 of *Between the World and Me*.
2. FW #5: 30 minutes of Freewriting on your writing process, parts of an essay, and peer review.
3. MRL #5 due on Coates Part 3.
4. 3 Coates key term explanations

### Sunday 2/21

1. Respond to Week #5 discussion
2. Zero draft of MP #1 DUE (700 words).
3. Get a copy of Michelle Alexander's book *The New Jim Crow*. We begin reading it in Week 7.

## Week 6 Assignments:

### Thursday 2/25

1. Week #6 Discussion. Share your thoughts on *The 13th*
2. Post MP #1 working thesis and topic sentences to Canvas for feedback from Shannon

### Sunday 2/28

1. Respond to Week #6 discussion
2. Using feedback from Shannon, develop your MP #1 rough draft (1000 words)
3. Add your MP #1 rough draft to the forum for peer review if you will participate.

## Week 7 Assignments:

### Thursday 3/4

1. Week #7 Discussion Post on *TNJC* New Preface
2. MRL #7 on *TNJC* New Preface (pp. ix-xlv)
3. FW #7: *TNJC* New Preface.
4. Complete two 350-word MP #1 peer review letters.

### Sunday 3/7

1. Respond to Week #7 discussion
2. Week 7 Short Formal Analysis: RR on *TNJC* "Preface to the Tenth Anniversary Edition"
3. 3 Required Revising Techniques due for MP #1

## Week 8 Assignments:

### Thursday 3/11

1. Week #8 Discussion Post on this week's reading in *TNJC*
2. FW #8: on *TNJC* reading.
3. MRL #8: on *TNJC* Ch. 2
4. MP #1 (1200 words) & MP #1 postwrites DUE

### **Sunday 3/14**

1. Respond to Week #8 discussion
2. Week 8 Short Formal Analysis—RR on *TNJC* Ch. 2 "The Lockdown" pp. 75-120.

### **Spring Break: March 15-21**

### **Week 9 Assignments:**

#### **Thursday 3/25**

1. Week #9 Discussion Post on *TNJC* Ch. 3
2. FW #9: on *TNJC* Ch. 3.
3. MRL #9 on *TNJC* Ch. 3
4. Read through MP #2 directions, AB directions, and look at timeline for drafting and research
5. Post to MP #2 Topic brainstorm discussion forum

#### **Sunday 3/28**

1. Respond to Week #9 discussion
2. Week 9 Short Formal Analysis—RR on *TNJC* Ch. 3 "The Color of Justice" pp. 121-174
3. Respond to MP #2 Topic brainstorm forum. Share ideas with at least two peers.

### **Week 10 Assignments:**

#### **Thursday 4/1**

1. Week #10 Discussion Post on *TNJC* Ch. 4
2. FW #10: on *TNJC* Ch. 4.
3. MRL #10 on *TNJC* Ch. 4
4. Watch how to search database/do library research videos (if needed)
5. Read AB directions and get familiar with examples and the AB template

#### **Sunday 4/4**

1. Respond to Week #10 discussion
2. Week 10 Short Formal Analysis—RR on *TNJC* Ch. 4 "The Cruel Hand" pp. 176-220
3. MP #2 topic proposal and AB entry #1 draft due

### **Week 11 Assignments:**

#### **Thursday 4/8**

1. FW #11: on *TNJC* Ch. 5.
2. MRL #11 on *TNJC* Ch. 5
3. Week #11 Discussion Post on *TNJC* Ch. 5
4. Research. Find articles related to your topic for MP #2. Develop the AB entries due on Sunday

#### **Sunday 4/11**

1. Respond to Week #11 discussion
2. Complete Revision Plan for MP #1 prompts after reviewing Shannon's feedback on MP #1
3. 3 AB entries and Works Consulted Cover page due

## Week 12 Assignments:

### Thursday 4/15

1. FW #12A: on *TNJC* Ch. 6.
2. MRL #12 on *TNJC* Ch. 6
3. Week #12 Discussion Post on *TNJC* Ch. 6

### Sunday 4/18

1. Respond to Week #12 discussion
2. 3 new AB entries & 6 entry Works Consulted Cover page DUE
3. FW #12B: Cubing for MP #2

## Week 13: Assignments:

### Thursday 4/22

1. FW #13: on DiAngelo videos.
2. Week #13 MRL on the DiAngelo 1-hour lecture
3. Week #13 Discussion Post on *White Fragility* lecture, videos, and/or interviews

### Sunday 4/25

1. Respond to Week #13 discussion on DiAngelo videos
2. Research Update: 750-word Zero draft of MP #2 due.
3. Post MP #2 working thesis and topic sentences for feedback from Shannon

## Week 14 Assignments:

### Thursday 4/29

1. FW #14: on *White Fragility* Ch. 1-4.
2. Week #14 Discussion Post on *White Fragility* Ch. 1-4
3. MP #2 Rough draft due (1000 words)
4. Choose whether to opt in to peer groups.
5. MP #2 Peer groups assigned

### Sunday 5/2

1. Respond to Week #14 discussion
2. Complete peer response advice templates for the MP #2 rough drafts of the folks in your group.

## Week 15 Assignments:

### Thursday 5/6

1. FW #15: on *White Fragility* Ch. 5-12.
2. Week #15 MRL on *White Fragility* Ch. 5-12. Choose one chapter to focus on.
3. Week #15 Discussion on *White Fragility* Ch. 5-12
4. Read directions for MP #3. Post questions.
5. Watch antiracism video and share your thoughts about it in discussion forum.

### Sunday 5/9

1. Respond to Week #15 discussion
2. Respond to at least one peer in the antiracism video discussion.
3. 750-word Zero draft of MP #3 Due

**Finals Week Assignments:**

**Tuesday 5/10**

- MP #2 Due (1200 words and at least 4 different sources cited in your paper)
- MP #2 postwrites Due
- MP #2 Works Cited Due

**Thursday 5/13**

- MP #3 DUE (1200 words)