

Course Information

Semester & Year: Spring 2021

Course ID & Section #: ENGL-1B-V0600

Instructor's name: Laurel Jean

Day/Time: Online

Location: Online

Number of units: 3.0

Instructor Contact Information

Office location: Zoom → <https://cccconfer.zoom.us/j/8699042852>

Office hours: Wednesdays 8 – 9am, Fridays 8 – 9pm

Phone number: n/a

Email address: laurel-jean@redwoods.edu

Required Materials

First Textbook Title: *The Handmaid's Tale*

Edition: Paperback

Author: Margaret Atwood

ISBN: 0-7710-0813-9

Second Textbook Title: You will be required to purchase another novel by week 8 of the semester from a list provided by the instructor, or one you have chosen after a conference with the instructor.

Other requirements: A pen/pencil; a notebook; a binder or other organizing tool to hold your work; any current essay materials; USB drive with all your work; I also recommend setting up a GoogleDrive or other Cloud account to save your work, **and finding reliable access to a printer or to printing services.**

Catalog Description

A course using literature as a basis for critical thinking and composition. Students analyze issues, problems, and situations represented in literature and develop effective short and long written arguments (6000 minimum word total) in support of an analysis. This course is designed for those students who seek to satisfy both the full year composition and the critical thinking transfer requirements.

Course Student Learning Outcomes (from course outline of record)

1. Write logical, well-developed, thesis-driven essays that respond to questions at issue raised by literary works.
2. Evaluate, use, and document evidence from primary and secondary sources to support, develop, or validate judgments.

Evaluation & Grading Policy

Primary graded assignments and grade distribution:

40% Writing Assignments: Critical essays and Short writing assignments

10% Learning Reflection Activities

20% Reading journals

20% Reading discussions (take place over two weeks, with multiple posts to be made by students)

10% Investigations

All essays and assignments are graded using rubrics, available for all students to view.

All assignments are due on the posted date (**always a Sunday**), with a **one-week grace period after the original due date, excluding the final Critical Essay, due Friday, May 14th by 11:59pm.**

[Prerequisites/co-requisites/ recommended preparation](#)

It is recommended that you attend office hours with me, as well as seek additional assistance from the Interdisciplinary Drop-In Writing Assistance Area.

ONLINE REQUIREMENTS

[Special accommodations statement](#)

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability-related services and 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 feedback policy](#)

Students should expect grades and feedback within **one week** of the assignment due date.

[Student Accessibility Statement and Academic Support Information](#)

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.

Institutional Policies

Special accommodations statement (**required for online classes*)

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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*
- ***Late-Start Classes: 2/01/21***
- *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.

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](#).

If you are concerned, show your essay to someone else before you turn it in to look the essay over with fresh eyes. Also, be sure to view your Turnitin results after submitting to Canvas.

Here is my official three-strike policy:

- **Strike One:** Regardless of your intent to plagiarize or not, you will rectify the problem within one week of the original assignment due date. You will receive a grade of no greater than 80% on the Final Draft.
- **Strike Two:** You will rewrite the entire paper within one week of the original assignment due date. You will use no materials from the original paper. You will start over from scratch. You will receive no greater than an 80% on the Final Draft of the paper.
- **Strike Three:** I will seek to drop you from my course.

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](#).

Course Policies

Class participation and Attendance policy

Participation in class discussions and activities:

An English class relies on genuine, active, lively participation from students. Full participation means doing the course readings, annotating them, doing homework, and engaging in online discussions. If everyone has done the reading and done their homework, everyone will be ready to discuss their views based on the same information. For more details about homework, please see our Canvas course for due dates and assignment descriptions.

Timeliness:

All work is due on the date specified on the syllabus or assignment page.

In the event that you do miss class, you are responsible for checking Canvas, your syllabus, and with a classmate to determine what concepts, issues and material we discussed during your absence. Please note that a significant proportion of the course content will only be available in class lectures, presentations and discussions, and that your knowledge of this material will be assessed throughout the semester.

Communication Guidelines

I answer e-mails from 9am to 5pm Monday – Friday. While you shouldn't expect an immediate response from me (or anyone!), I usually get back to students within 24 hours. I do not answer e-mails on Saturday or Sunday, so if you e-mail on Saturday do not expect a response until Monday.

Policies - additional

Extra Credit

There is no extra credit offered for this course.

Course Drop Policies

I reserve the right to drop students from our class who are not giving what I perceive as good faith effort. Here are the reasons you could be dropped from my course:

- Failing to turn in three consecutive assignments on Canvas **more than one week late**.
- Being rude or abusive to classmates, myself, or other staff/faculty members in the classroom or during office hours.

Information for this Class

Canvas Information

Canvas

All assignments and essays **must be submitted** on Canvas. Canvas automatically submits essays to Turnitin.com. Turnitin scans essays for previously written or published material. Please note that I will review all apparent cases of academic dishonesty with the student and, if necessary, the appropriate administrative officials.

I use a Rubric and Feedback in Canvas to score your assignments and explain why you earned that score. In order to see my feedback, follow [this guide](#) from Canvas.

Using another person's written work or ideas without proper attribution will result in a failing grade on the assignment and, possibly, an F in the course and academic probation.

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

Password is your 6 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Technology skills, requirements, and support (required for online classes)

Tech equipment and skills are required for student success, and of equal importance as required textbooks and materials.

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

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.

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.

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](#).

How can we get a good grade in this class?

From “A Unilateral Grading Contract to Improve Learning and Teaching”

“You [have earned and] are guaranteed a B if you:

1. meet due dates and writing criteria for all major assignments
2. participate in all in-class exercises and activities
3. complete all informal, low stakes writing assignments (e.g. journal writing or discussion-board writing)
4. give thoughtful peer feedback during class workshops and work faithfully with your group on other collaborative tasks (e.g., sharing papers, commenting on drafts, peer editing, on-line discussion boards, answering peer questions)
5. sustain effort and investment on each draft of all papers
6. make substantive revisions when the assignment is to revise—extending or changing the thinking or organization—not just editing or touching up
7. copy-edit all final revisions of main assignments until they conform to the conventions of edited, revised English
8. attend conferences with the teacher to discuss drafts
9. submit your [...] final [project].

Thus you earn the grade of B entirely on the basis of what you do—on your conscientious effort and participation. The grade of B does not derive from my judgment about the quality of your writing. Grades higher than B, however, do rest on my judgment of writing quality. To earn higher grades you must produce writing—particularly for your final portfolio—that I judge to be exceptionally high quality.”

When you turn in an assignment, expect to receive your essay score within *one week* of submission. For example, if you turn in your essay on a Monday, you will get it back on a Monday.

How can we be successful, overall, in this class?

1. Read.
2. Turn in your work.
3. Study on your own.
4. Check Canvas and your CR Email *every day*.
5. Ask questions.
6. Interact with other students.
7. Engage with the language.
8. Read your essay through aloud at least one time and make changes and revisions before turning in your Final Draft.

What should we bring every day?

1. A pen/pencil.
2. A notebook.
3. A binder or other organizing tool.
4. All textbooks.
5. Any current essay materials.
6. A USB drive with all your work.*

*I also recommend setting up a GoogleDrive or other Cloud account to save your work.

Graded Assignments

All assignments are due on Sundays.

All assignments in this course will contribute to your grade. A three-unit class like ENGL-1B should require three hours of “class time” (lectures and discussions) and six hours of homework (critical essays, short writing assignments, reading journals and readings, and investigations) a week. Here are our primary graded assignments in more detail:

40% Writing Assignments: Critical Essays and Short Writing Assignments:

Critical Essays: There are **three** Critical Essays due in Week 4, 8 and on the Monday of Finals Week (all other Finals Week assignments will be due Friday, May 14th by 11:59PM). Critical Essays are prompted essay assignments which ask you to address a specific aspect of the readings relevant to the assignment. You will make a Thesis-driven argument and provide evidence from the text or outside sources (when appropriate and necessary) to support your Thesis. Since ENGL 1B students are expected to have taken ENGL 1A, ENGL 1B is **not a writing course**, but you are expected to pre-write, draft, revise, and edit your essays for clarity, concision, and cohesiveness. I will provide access to some writing texts, and you are always welcome to schedule a writing conference with me. Conferencing with students is my favorite activity, and the more you conference one-on-one with your teacher, the better you will do in any course. Mentorship, one-on-one instruction and guidance from an instructor, is often cited by students as the way they learn best and the most.

Critical essays should take between eight and ten hours to complete overall.

Short Writing Assignments: Every other week, starting week 2, you will compose a piece of writing significantly shorter than what is expected of critical essays (think 250 – 500 words, or 1 – 2 pages double-spaced). Short writing assignments **do not usually have a prompt**. They follow reading discussions and Investigations, ideally, and are intended to be a space for students to **cultivate and develop their own interests and perspectives on the reading**, expanding on reading discussion contributions or Investigations, and trying out arguments in a lower-stakes assignment. Students are required to ask and answer a small, focused question on the reading that can be fully explored in a quick assignment, which means no longer introduction is required, and “fluff” is extremely discouraged. Tight, precise language is the focus of these. Some students may decide to submit parts of Critical Essays to Short Writing Assignments to get feedback from me as they are writing.

Short writing assignments should take between two and three hours every other week.

10% Learning Reflection Activities: Since our class is online, and we have three hours of “class time” a week, part of that “class time” is discussions and part is “lecture”. Each week, you will be presented with a number of materials on topics related to the course, such as guides on critical thinking or writing critical essays. You are responsible for reading these, watching any accompanying videos, and reflecting on your learning. Often, this will be in the form of a 3-2-1 journal: 3

new things you learned, 2 things you struggled with, and 1 thing you still want to know. "Writing" makes up the bulk of reflection activities, but students are welcome to submit this writing in any format: a video, an audio log, art, or a written piece. The learning reflection activities are graded on a complete/incomplete metric: either you did the reflection, or you didn't. They are also worth a large amount of points to encourage students to *actually read the lecture materials* and *actually reflect on their learning*.

20% Reading Journals: In order to hold on to your ideas and thinking as you read, as well as help you develop your thinking about what you're reading, you will compose a number of reading journals in weeks 2 – 15. Reading journals are not a writing assignment in the same way as critical essays and short writing assignments. You are not expected to have revised or even edited your reading journals before submission. These should be your raw thoughts about the reading. Reading journals can take several forms:

- [Metacognitive reading logs](#)
- [double-entry journals](#)
- [dialectical journals](#)
- [annotations on the text](#)

The point of a reading journal is to ask and answer questions about the text—to record your thoughts about the text as you read. You will compose a reading journal for every text you read.

Since you are expected to do reading journals as you read, reading journals should take between two and four hours a week.

20% Reading Discussions: Reading discussions in a literature class are essential to developing an understanding of the texts you read, as well as developing your ideas and thoughts about the texts. You are expected to participate in discussions in a timely manner, and they take place over two weeks.

At the beginning of the semester you will be sorted into smaller groups. I find that most course discussions get less and less authentic the more students are expected to participate them at one time, so we'll split in to smaller groups, randomly-assigned.

You will be expected to make at least three posts during the two-week period:

Post 1) A post in which you propose a question to your classmates and provide an explanation of why you have the question, as well as **your own answer**.

Post 2a) A post in which you answer another student's question using evidence from the text to support your assertion, and expand on that student's idea.

Post 2b) A post in which you comment on another student's post with a critique of their argument in a polite, respectful, and forward-thinking manner.

Post 3) A reflective post in which you consider what you have learned over the course of the discussion.

Since you have to make three posts, you should make **Post 1 and Post 3** but you can choose to make either **Post 2a or Post 2b**.

Now you may be asking yourself: **"What if I and every other member of my group waits until the last possible minute to post their first post, and then our whole group only has, like, twenty minutes to do the other posts!?"**

My answer is: that is unlikely, and also, don't do that.

If you think everyone's going to wait until the last minute or if you're concerned about that, then make your first post! Don't delay! Set a good example for your group. You'd be surprised how quickly other students will jump in. Build some camaraderie and relationships with your group-mates; that kind of buy-in is necessary for an online class. In an online environment, most students cite the relationships with their classmates as the reason for persistence.

A few more words on online discussion:

- Always assume best intentions. It's very easy to misconstrue what someone wrote online, because you cannot hear their tone. Assume they aren't trying to offend or be cruel, and you will feel more at ease in general.
- Be polite and respectful. Treat everyone else the way they want to be treated, and assume everyone has a life and struggles outside of the classroom.
- If you ever have a personal issue with another student, don't hesitate to come to me. Remember that I monitor and participate in discussions, however, so I will delete posts I deem inappropriate, but I may save them if, worse comes to worse, I feel I need to remove a student from the class for inappropriate behavior.
- Try using a speech-to-text app and/or read your work aloud at least once before submitting.

Reading Discussions should occupy at least one hour of your time a week.

10% Investigations: For each section of *The Handmaid's Tale*, we will complete a number of investigative activities to broaden our understanding of the novel, its themes, and the issues represented in the actions of its characters. We'll explore historical accounts, Biblical references, and characters in more detail to better understand the novel. These Investigations take the form of Quizzes. There are a total of nine Investigative Activities/Investigations due over the semester.

For some activities, you will upload a document to the quiz question. For other activities, you may be simply required to write something. All investigations will require some research and some deeper thinking about the text, but these are not formal assignments, and there are no specific requirements for the submissions beyond a basic spelling/grammar check before submission, as well as answering the questions or responding to the prompts to the best of your ability.

Investigations should take you between one and three hours, depending on how many questions and the complexities of individual questions. If you find yourself taking consistently feeling like these are too long, come talk to me. You might be going overboard!

Reading journals, reading discussions and investigations are designed and assigned to help you compose your short writing assignments, and short writing assignments are designed and assigned to help you practice the skills necessary for your critical essays. Treat and think about all our assignments as connected to each other, building off of each other. You are encouraged, as much as possible, to revise and re-use (though Critical Essays should always be separate from other Critical Essays, they can pull from the same smaller assignments!) Think about it like the recycling motto: **reduce, re-use, recycle!**

Emergency procedures / RAVE

College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the "Register" button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with "redwoods.edu." Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information see the [Redwoods Public Safety Page](#). In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building:
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the campus authorities.

Klamath Trinity Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
4. If safe to do so, notify key Klamath-Trinity Instructional Site administrators and personnel.
5. Do not leave site, unless it is necessary to preserve life and/or has been deemed safe by the person in command.
6. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.

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.