College of the Redwoods

Course Information
Semester & Year: Spring 2021
Course ID & Section #: ENGL-1B-V0602
Instructor's name: Dr. Jennifer Brown
Course units: 3.0

Instructor Contact Information
Office location or *Online: Online
Office hours: By appointment
Phone number: 908-553-9527
Email address: jenny-brown@redwoods.edu

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.

Prerequisites
English 1A

Required Materials
Textbook title: Writing About Writing
Edition: 4th.
Author: Elizabeth Wardle & Doug Downs

Accessibility
College of the Redwoods is 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—DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request

to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Student Support
Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Evaluation & Grading Policy
Grade Distribution

70 % / Essay 1 = 10%

        Essay 2, 3, & 4 = 60% (20% each)

30% / online lessons, quizzes, discussions, and small assignments

_____

= 100%. total

Late Work

Work will be considered *Late* if posted after the due date indicated on the assignment page. All late work will be accepted, but you may receive a lower score for lateness. Please contact me individually if you are having trouble with deadlines.

Revisions:

If you receive a 60% or below on assignments 1, 2, or 3, you may revise them for a higher grade. I will average the newer grade with the older grade for this newer grade. Please see me after grades are distributed and we will work out a schedule for completion of the new draft.

A Note about Grades: This class subscribes to a Labor-Based Contract Grading system. To quote Asou Inoue, "I offer this first draft of a contract that focuses on the responsibilities we'll assume, not the things to which someone else (usually the teacher) will hold you accountable. We will try to create a culture of support: a culture where we all function as allies, fellow-travelers with various skills, abilities, experiences, and talents that we offer the group, rather than adversaries working against each other for grades or approval by teachers."

What does this all mean? This means that you will get assessments of your writing in order to improve, but your grades will be based on the work you do in this class and not a conventional system of assessment based on merit, approved by me, subjective to only me.

More information about labor-based grading can be found here:
https://wac.colostate.edu/books/perspectives/labor/

Student Feedback Policy
    Students should expect that their instructor will:

1. Participate as a community member
2. Be available within 24 hours of written communication
3. Treat students fairly and with respect to all participants
4. Provide prompt and adequate feedback for all assignment submissions
5. Provide help to anyone that needs it.

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*

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.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your 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. This does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.
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

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.

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](#).

In an emergency that requires an evacuation of the building anywhere in the District:
- 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.

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](#).

Eureka 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 emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

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](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services (EOPS)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal

counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

- 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

Policies for this Class

Class participation and Attendance policy
Students are expected to comply with all expectations and requirements of students (see above). Each of you is an important member of our community and should accept responsibility to be part of the class at all times. You will quickly establish your role in the class, and we will miss you when you do not participate.

Zoom Classes

Students are expected to EITHER attend our zoom classes or watching the recorded zoom class afterward. All zoom classes will be recorded and posted ASAP onto our canvas site. If it is clear from your writing assignments and discussions that you have not been either watching or attending zoom classes, this could negatively affect your participation grade.

Discussion and Reflection Posts:

Online prompts will be posted at least one week in advance, and you will have those 7 days to complete the assignments. A complete discussion assignment includes responses to at least 2 peers in the discussion. The original post will be a minimum of 250 words, while the thoughtful responses will be a minimum of 150 words.

Participation:

In order to be an active member of the classroom, you must participate. By reading the assignments and being prepared to engage in active discussion, you will become a more critical thinker and thus, a better argumentative writer. Participation will be incorporated into the 30 pts.

Readings

All readings are required for this class. Because this is a literature-based class, there will be a lot of reading. You must be prepared to discuss and write about each reading assignment on the day that it is due. Failure to do so will signal failure to participate in class, which will affect your grade.

You'll notice that some of the readings are not synced with class lectures and activities. This is done on purpose, as I want you to digest, process, and develop your ideas on the readings before we discuss them in class.

Information for this Class

Include the scheduled dates for each of the class meetings, and indicate finalized or tentative readings, assignment due dates, quizzes, and exams. Note that this is tentative.

The entire course is 15 weeks, plus a week of finals. The bulk of the lecture content that features in-class assignments and discussions appears in weeks 2-12. After this, the last 3 weeks of class will consist of workshopping, discussing, and editing your final assignment.

Week	Lesson Overview	Reading
Week 1	Syllabus and Canvas info / introduction to Assignment #1	Go over Syllabus and Assignment #1
Week 2	What is Classic? / Why we write about literature / Reading Quiz	James Joyce "The Sisters" Excerpt from "What is a classic?" by T.S. Eliot
Week 3	Literary Analysis / Rough Draft Due	Reading TBD
Week 4	Editing / Assignment #1 Due	Reading TBD - In Writing about Writing, read Margaret Kantz's "Helping Students Use Textual Sources Persuasively", pp. 579-599.
Week 5	Introduction to Poetry / Assignment #2 intro	Reading TBD
Week 6	How to Use Close Reading	Reading TBD
Week 7	Rough Draft Due	Reading TBD
Week 8	Assignment #2 Due	Reading TBD -
Week 9	Introduction to assignments 3&4 / intertextuality / Writing a literary Research proposal	Reading TBD - In Writing About Writing, read James E. Porter's "Intertextuality and the Discourse Community", p. 542-558.
Week 10	Writing a Research proposal / What	Reading TBD - In Writing About Writing,

	matters?	read Christina Haas and Linda Flower's "Rhetorical Reading Strategies and the Construction of Meaning", pp. 559-578
Week 11	Gender Studies / Queer Lit Theory	Reading TBD
Week 12	Critical Race Theory	Reading TBD
Week 13	Cultural Theory	Reading TBD
Week 14	Editing workshop!	Reading TBD
Week 15	Conferences	no reading