



Syllabus for ENGL 1B: Critical Inquiry and Literature

Course Information

Semester & Year: Spring 2021

Course ID & Section #: ENGL-1B-V0603 (050603)

Instructor's name: Erin M. Sullivan

Course units: 3

Instructor Contact Information

Online: Zoom

Office hours: Tues 1-2p and Wed 9-10a

Phone number: none

Email address: erin-sullivan@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/co-requisites/ recommended preparation

English 1B is the second course of a sequence and assumes students are competent in research, source evaluation, MLA documentation, and analytical argumentation. Students must be able to read complex texts critically; identify the central issue in an argument; research to support, develop, and validate arguments.

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

(see below)

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.

Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
 - a. Dial 911, to notify local agency support such as law enforcement or fire services.
 - b. If safe to do so, notify key administrators, departments, and personnel.
 - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
 - d. Contact Jolene Gates 530-625-4821 to notify of situation.
 - e. Contact Hoopa Tribal Education Administration office 530-625-4413
 - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
 - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
 - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
 - c. Close all window curtains.
 - d. Get all inside to safe location Kitchen area is best internal location.
 - e. If a police officer or higher official arrives, they will assume command.
 - f. Wait until notice of all is clear before unlocking doors.
 - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
 - h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

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



ENGL 1B: Critical Inquiry and Literature

Erin M. Sullivan M.A. | Section 050603 | Spring 2021 | Asynchronous Online

Contact Information and Office Hours

- Canvas Email | <https://redwoods.instructure.com> | *Use Canvas email for a quicker response!*
- CR Email | erin-sullivan@redwoods.edu | *Use this email only if absolutely necessary*
- Zoom Office Hours | Tuesdays 1-2p | Meeting ID 883 8055 3540 | Passcode 223931
- Zoom Office Hours | Wednesdays 9-10a | Meeting ID 879 3701 7073 | Passcode 928427
- Office Hours | by appointment | Email Erin to make a Zoom or phone appointment

Required Course Materials

Textbooks and Supplies

- Claudia Rankine | *Citizen: An American Lyric* | ISBN978-1-55597-690-3
Available through the CR Bookstore: <https://bncvirtual.com/redwoods> and other venues
- All other course readings and texts are located or linked online at our Canvas site
- Bound composition book with lined pages for reading notes and writing activities
- Pens, pencils, highlighters, post-it notes, planner (paper or digital)

Technology

- Canvas Course Site: <https://redwoods.instructure.com/courses/12671> (and [Canvas Phone App](#))
- Reliable access to internet, printer, and software to create/open/print .docx and .pdf files
- Microsoft Office 365 ProPlus (free access at <https://www.redwoods.edu/Services/Office365>)
- Functioning CR Gmail and Google Drive Account for collaborative work and back-up/storage
- Canvas Announcements forward to CR Gmail: <https://www.redwoods.edu/students/email>
- Writers Archive (collection of work stored digitally on your CR Google Drive)
- For assistance with technology, contact tech-helpline@Redwoods.edu or call (707) 476-4288
- For assistance with Canvas, see the [Canvas Student Orientation Course](#)

Course 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.

Prerequisite: English 1B is the second course of a sequence and assumes students are competent in research, source evaluation, MLA documentation, and analytical argumentation. Students must be able to read complex texts critically; identify the central issue in an argument; research to support, develop, and validate arguments.

English 1B Student Learning Outcomes

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.

English 1B Course Objectives

1. Critically read, analyze, compare, and evaluate complex texts.
2. Demonstrate understanding of formal and informal fallacies in language and thought.
3. Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts.
4. Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos.
5. Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis, and support them with a variety of appropriate textual evidence and examples.
6. Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written essays using appropriate documentation format without plagiarism.
7. Use style, diction, and tone appropriate to the academic community and the purpose of the specific writing task; proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Class Community Expectations

Everyone has the right to education. Part of protecting that right, means participating in learning spaces in ways that support not only your own learning, but the learning of others. Creating rigorous and humane educational spaces means forging communities that acknowledge that we are all on

different points in our journeys of learning and growth. You deserve to be here and so do your classmates; so I ask that we all engage with the positive intent of seeking greater knowledge and understandings of each other. It's important that we use the names and pronouns (he, she, they, etc.) people in class use for themselves, and make an effort to know how others want to be called, instead of making assumptions. I also invite us all to act intentionally as a community and engage in critical dialogue through conscious questioning and active listening. Let us all make our best effort to be respectful, while simultaneously understanding that sometimes folks may act or speak in ways that result in offense and, so too, tension in the community. When such moments arise, it is important to name them and to work collaboratively to call on those offending individuals to engage differently. Let's create a space that is respectful, inclusive, and rigorous so we all have the ability to extend and deepen our knowledge.

Participation in the Class Community

Communities are formed by how we participate in them. An important goal of English 1B is that we work together as a community of writers, thinkers, and peers. This means that you can participate in many ways. Traditionally, participation is considered as raising your hand and speaking in class, or volunteering to give a presentation for your group. These are good ways to participate during a synchronous face-to-face class, but we have to consider new ways of participating during an asynchronous fully online class during a global pandemic. Let's define participation primarily as **showing up for your learning**. What does it mean to "show up"?

Here are some ways that you can participate in the class community:

- Communicate with your instructor or peers via email or in person if you have a question.
- Use the names and pronouns (he, she, they, etc.) people in class use for themselves, and make an effort to know how others want to be called, instead of making assumptions;
- Speak and act in ways that respect and affirm everyone's humanity and identity;
- Stay on top of your reading and writing assignments, so that you have something to add to the online conversation.
- Advocate for yourself or others if you think something prevents you from participating. I'm always in the process of learning how to best help create a classroom where everyone feels supported. I welcome your ideas, at any point in the semester, in terms of how to do this.
- Participate in discussion forums or peer review spaces on Canvas or Google Docs by asking questions and providing your insights and/or feedback.
- Engage in good faith with what the instructor has scheduled for each weekly module. Trust that you'll learn something or help someone else to learn.
- Listen to others in the class; be attentive and thoughtful when others add to the conversation.
- Follow-up with the instructor or class colleagues when something feels confusing.
- Share the space; help others who might not always speak up know that their ideas and thoughts matter.
- Appreciate your class colleagues with encouraging words: "I would like to add to [support/agree with/suggest a different angle on] what Whitney wrote in . . ."
- We will collaborate to identify other ways that our community defines participation in it.

If you are experiencing personal or extracurricular or technological issues that are affecting your ability to regularly complete the weekly assignments and activities, please contact Erin immediately. CR has many resources to offer students to insure the best possible online experience, including lending laptops and other equipment, as well as a food pantry and mental health counseling. Please do not ever hesitate to take advantage of these resources. They are funded by your tax dollars--they are your resources.

Course Expectations

Communication

When students have questions, concerns, or need clarification regarding any aspect of this course, I expect you to contact me. I am here to help! There are several options for getting in touch with me:

- Office Hours: Please feel free to log into my Zoom office hours or make an appointment for additional help with any class assignment or concern. I can work with you over Zoom or phone.
- Canvas Email System: This is the go-to option for contacting me regarding all course-related inquiries and concerns. Because all my courses are conducted through Canvas, I will be logged into this system consistently throughout the workday and can reply promptly. You may expect a response within 24-48 hours (usually sooner) on Monday, Tuesday, Wednesday, Thursday, or Friday between the hours of 9:00a and 5:00p. I typically do not check email in the evenings. I do typically check email at least once during the weekend.
- CR Email System: Please reserve this email address only for more personal inquiries. I receive hundreds of college-related emails each week, and it is difficult to sift through them looking specifically for student questions. Be sure to identify yourself as a student by full name and include ENGL 1B in the subject line.
- If you do not receive an email response from me within 48 hours, please do contact me again. I take communication with my students very seriously. I will not ignore any student emails unless they are deemed inappropriate or abusive (which is extremely rare).

Homework, Submission, and Assignment Formats

To be successful in a college course, students should plan to spend two to three hours per academic unit completing work outside of class each week; therefore, in this 3-unit course, expect to spend 6-9 hours each week reading, writing, revising, researching, collaborating, and conferencing. Developing and maintaining good time management and organizational skills are critical to success in this course.

Required assignments, evaluation criteria, and deadlines are distributed through Canvas. Announcements are posted to Canvas, which forward to your CR email account. Students are responsible for regularly checking their CR email accounts and frequently accessing Canvas to view, complete, print, and submit required coursework as directed. Assignments are typically not accepted via email or GoogleDocs.

I recommend that you always compose first in GoogleDocs and then download the document as a Word(.docx) file when ready to submit an assignment to Canvas. All assignment files must be

submitted in Microsoft Word file format (.docx). Be sure to download Microsoft Office 365 ProPlus, also free and available at <https://www.redwoods.edu/Services/Office365>

Academic Honesty and Plagiarism

I expect you to submit original work and to give credit to all sources used by you in Reading Journals, essays, and other writing. Sometimes, students are unaware of what the term plagiarism means, so to clarify, plagiarism is the incorporation of someone else's words or ideas in your writing without giving credit. The "someone else" could be a published author or poet OR another classmate or student or writer on the internet OR reusing your own work from another course or situation. When you use someone else's words or ideas, you must cite (give credit) to your source. This includes quoting, paraphrasing, and summarizing ideas from a text. Working with another student and submitting similar work is also plagiarism. My hope is that you will contact me if you have additional questions or concerns about plagiarism. **Asking is how we learn.** I follow the academic misconduct code for the College if cheating/plagiarism occurs, so it is always better to ask. Three suggestions to help you avoid plagiarism:

1. If you are ever tempted to plagiarize because you are feeling stressed, overwhelmed, or frustrated: **DON'T**. Immediately contact me so that we can discuss the matter and so that I can offer support and resources.
2. If you're unsure about how to incorporate a sentence or an idea from a source in your writing, send me an email first to ask questions and seek assistance, rather than offering an apology after you've submitted plagiarized content. Asking shows you are trying to do the right thing but need some help. That's exactly what this class is for. Asking can also be a place where you tell me the assignment is confusing or really tough, and then I can partner with you to clarify and help you reach your next steps.
3. Do your own work unless a group project is the stated goal. Writing essays is not a time to use another person's words or ideas in place of your own. You may find that having a discussion with your classmates helps clarify or illuminate an idea for you. That's totally fine. But using that person's words, developing an argument with the exact same texts, thesis, evidence, and/or supporting points is oversharing. Think together; write on your own.
4. Please do not recycle writing from other classes, including high school English classes. If you have a continued interest in a project or subject from another course, please contact me and we can discuss whether it would be appropriate to continue that research for this course. Recycling drafts or writing from other courses is inappropriate. Your writing for this class should be the result of reading, thinking, and writing for this class; you are earning credit for this course independent from other courses you have taken or are currently taking.
5. I do use Turnitin.com (and share the resulting match report with you), not as a way to "catch or police" student work, but as a tool that can indicate where you may have forgotten to properly cite a source or unintentionally plagiarized content.

The Writers Archive

Maintaining a comprehensive and organized writer's archive is critical to your success in this course. This archive should be an electronic folder that is stored appropriately. (I recommend using your CR Google Drive to store and organize your work.) This archive does a few things: it will provide detailed

evidence of your writing progress; help you recognize and value the work that goes into good writing; and create a back-up system so that lost documents don't derail your progress in the course. The writer's archive can be of any or all of the following: notes, prewriting, drafts, revisions, workshops, activities, exercises, as well as comments from other readers (including me, your peers, tutoring center consultants, and your own self-evaluations).

Assessment and Course Grades

English 1B is a graded course. In order to earn credit, you need to earn a C- or better. Therefore, you'll have to complete at least 70% of all assigned coursework. Students may elect to take the course P/NP (Pass/No Pass). The deadline to change this grading mode is Friday, February 12, 2021.

All student work is evaluated by the instructor based on adherence to the published minimum requirements and criteria for each assignment. All grades are posted to the Canvas Gradebook, so students can always see how they are performing in the course.

- Scored assignments are assigned points based on adherence to specific requirements outlined in assignment descriptions and associated rubrics.
- CR/NC assignments that meet or exceed minimum requirements outlined in assignment descriptions and associated rubrics are marked complete (indicated by a checkmark ✓ in Canvas grades).
- CR/NC assignments that do not meet minimum requirements outlined in assignment descriptions and associated rubrics are marked incomplete (indicated by an X in Canvas grades.)
- Missing assignments will be assigned a zero or marked incomplete (X) in the Canvas gradebook.
- Assignments marked "late" in Canvas are accepted without penalty up until the closing date/time published in Canvas (typically 48 hours).

Please see me as soon as possible if you are experiencing difficulty completing coursework, or if extenuating circumstances are affecting your attendance or academic performance. I am here to help, and I want everyone to be successful in this course.

Coursework and Grading Categories

Reading | Writing | Reflection (40%)

Students will read and annotate selected texts located on our Canvas site and also Rankine's *Citizen: An American Lyric*. In addition, students will listen to podcasts, view videos, and engage with images, which are also considered texts. Reading Discussions, short quizzes, and workshops will be completed on or submitted to Canvas. Students will also engage in reflective writing through weekly Learning Reflections to process their own prior and developing knowledge of how literature works, as well as their own reading, writing, and research processes.

Essay and Research Units (60%)

Students will complete three (3) academic essay/research units consisting of a series of assignments referred to as The Writing Process. These assignments may include prewriting, drafts, revisions, workshops, activities, exercises, research, conferences, as well as feedback from instructors, peers, and writing tutors. *I reserve to cut one unit if extenuating circumstances warrant this change.*

Essay Unit 1 | Art, Identity, and Justice

Students will explore a variety of questions at issue (QAI) regarding the intersection of art, identity and justice through a series of works of literature, both classic and contemporary. This unit will result in an analytical, argumentative essay that places three chosen texts in conversation to support a thesis responding to one or more assigned questions at issue.

Essay Unit 2 | Citizen: An American Lyric

In this unit, students will read and respond to Claudia Rankine's award winning book-length poem, *Citizen: An American Lyric*, which includes lyric poetry, images, and graphics. Questions at issue will be generated by the class while reading to co-construct the essay assignment, which will result in an analytical, thesis-driven argumentative essay.

Essay Unit 3 | To be announced

This project invites students to select texts and questions at issue, place them into conversation, and produce a thesis-driven analytical, argumentative final draft essay, submitted during finals week as the culminating project of the semester.

Campus Resources

See a full list of student services and resources available at CR: <https://www.redwoods.edu/services>
The resources listed below are particularly relevant to our course.

Academic Support Center

The Academic Support Center helps students reach their educational goals by developing their academic skills and encouraging them to become independent learners. Because academic ethics and honesty are crucial to the exploration of ideas both in the academy and in the broader world, we expect CR students to maintain the highest academic integrity.

See the ASC Reading and Writing Resources here: <https://www.redwoods.edu/asc/Handouts>

Library/Learning Resource Center

The CR Library is a one stop source for research materials and assistance, with faculty librarians and library staff available to help you. Databases and online resources are available 24/7. Library faculty provide research assistance via chat, phone, and email; and staff are available to answer questions about borrowing reserve materials for classes including textbooks, computers, and more. Reach the Library at Phone: 707-476-4260 and at <https://www.redwoods.edu/library>

Multicultural and Diversity Center

MCC Ambassadors will be available at times to be determined through Zoom to chat with students and to provide awareness of resources. The MCC Schedule (Club Meetings, Connections times, and other Ambassador times) will be available when school resumes on the website and via social media. Reach the MCC at <https://www.redwoods.edu/student-services/Home/Multicultural-and-Diversity-Center> or call them at 707-476-4255.

Writing Assistance and Tutoring Schedule

The Academic Support Center has faculty tutors from a variety of disciplines available to assist students with questions relating to writing assignments and projects including research papers, essays, citations, etc. Specialized writing assistance is available both on a drop-in basis and by appointment. They can help you with formatting and proofreading, completing applications for scholarships, writing cover letters for jobs, writing essays for college applications, and much more. See Writing Tutoring Schedule at <https://redwoods.libguides.com/ASC-Tutoring/Writing-Assistance>

Final Exam and Schedule

We do not have a final examination; however, all students must submit the Final Portfolio during Final Exam Week to complete the course. This is our culminating assignment and your opportunity to show me your very best work of the semester.

English 1B *Tentative* Course Schedule: Spring 2021

The detailed schedule with all assignments and activities is posted to our Canvas site in the Modules. The schedule below is representative of our work together this semester, but is likely to change due to extenuating circumstances. *Changes due to extenuating circumstances will be posted with fair notice on our Canvas site through Announcements.*

| Week | Date | Major Assignments (other assignments/activities appear on Canvas) |
|--|--------------|---|
| 1 | Jan 17-23 | Welcome and Course Overview Reading Discussion 0.0 and Quiz 0.0 Workshop 1: Meet Your Classmates Learning Reflection 1 |
| 2 | Jan 24-30 | Begin Essay Unit 1: Art, Identity, and Justice Reading Discussion 1.1 and Quiz 1.1 Workshop 2 Learning Reflection 2 |
| 3 | Jan 31-Feb 6 | Reading Discussion 1.2 and Quiz 1.2 Workshop 3 Learning Reflection 3 |
| 4 | | Reading Discussion 1.3 and Quiz 1.3 Workshop 4 Learning Reflection 4 |
| 5 | Feb 14-19 | Reading Discussion 1.4 and Quiz 1.4 Workshop 5 Learning Reflection 5 |
| 6 | Feb 21-27 | Essay 1 Peer Draft due Workshop 6: Peer Response 1 due Learning Reflection 6 |
| 7 | Feb 28-Mar5 | Essay 1 due Workshop 7 Learning Reflection 7 |
| 8 | Mar 7-13 | Begin Essay Unit 2: Citizen: An American Lyric Reading Discussion 2.1 and Quiz 2.1 Workshop 8 Learning Reflection 8 |
| SPRING BREAK: March 14-20, 2021 | | |

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|-----------|-------------------------|---|
| 9 | Mar 21-27 | Reading Discussion 2.2 and Quiz 2.2 Workshop 9 Learning Reflection 9 |
| 10 | Mar 28-Apr 3 | Reading Discussion 2.3 and Quiz 2.3 Workshop 10 Learning Reflection 10 |
| 11 | Apr 4-10 | Reading Discussion 2.4 and Quiz 2.4 Workshop 11 Learning Reflection 11 |
| 12 | Apr 11-17 | Essay 2 Peer Draft due Workshop 12: Peer Response 2 due Learning Reflection 12 |
| 13 | Apr 18-24 | Essay 2 due Workshop 13 Learning Reflection 13 |
| 14 | Apr 25-May 1 | Begin Essay Unit 3 (to be announced) Reading Discussion 3.1 and Quiz 3.1 Workshop 14 Learning Reflection 14 |
| 15 | May 2-8 | Reading Discussion 3.2 and Quiz 3.2 Essay 3 Peer Draft due Workshop 15: Peer Response 3 due Learning Reflection 15 |
| 16 | May 9-14 Finals Week | Essay 3 due Learning Reflection 16 |