

Course Information

Semester & Year: Fall 2021

Course ID & Section #: ENGL 1A-E1973

Instructor's name: Dr. Sean Thomas

Day/Time of required meetings: Tues/Thurs 8:00-10:05

Location: HU 114

Course units: 4

Textbook: Schick and Miller, *So What? The Writer's Argument* (3rd ed)
ISBN#: 978-0-19-753721-3

Instructor Contact Information

Office location: Science Bldg 216-I

Office hours: Tues/Thurs 10:05-11:05

Phone number: (707) 476-4324

Email address: sean-thomas@redwoods.edu

Catalog Description

This is an introductory course that offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation.

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.

Course Student Learning Objectives *(from course outline of record)*

1. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support.
3. Develop varied and flexible strategies for generating, drafting, and revising essays.
4. Analyze stylistic choices in their own writing and the writing of others.
5. Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.

7. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
8. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

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

If you are taking online classes 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

The primary assignments include the following:

3 formal essays

1 substantial revision paper

Weekly reading and writing assignments as assigned

Active participation in class activities (in person and in Canvas)

Final semester grades will be determined according to the criteria set forth in the course grading contract agreed upon during the first week of the semester.

Admissions deadlines & enrollment policies

Fall 2021 Dates

- *Classes begin: 8/21/21*
- *Last day to add a class: 8/27/21*
- *Last day to drop without a W and receive a refund: 9/03/21*
- *Labor Day Holiday (all campuses closed): 09/06/21*
- *Census date: 9/07/21 or 20% into class duration*
- *Last day to petition to graduate or apply for certificate: 10/28/21*
- *Last day for student-initiated W (no refund): 10/29/21*
- *Last day for faculty-initiated W (no refund): 10/29/21*
- *Veteran's Day (all campuses closed): 11/11/21*
- *Fall Break (no classes): 11/22/21 – 11/26/21*
- *Thanksgiving Holiday (all campuses closed): 11/24/21 – 11/26/21*
- *Final examinations: 12/11/21 – 12/17/21*
- *Last day to petition to file P/NP option: 12/17/21*
- *Semester ends: 12/17/21*
- *Grades available for transcript release: approximately 01/07/22*

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

Fall 2021 English 1A Weekly Schedule of Primary Readings and Essay Due Dates

Week 1 (Aug 23 – 29)

Tues: Introduction to the class

Thurs: Community values and expectations.

Week 2 (Aug 30 – Sept 5)

Tues: Introductory Essay due

Thursday: Class selection of primary reading assignments

Week 3 (Sept 6 – 12) **Monday, Sept 6 holiday (no classes)

Tues: Chapter 1, "What's the Purpose of Scholarly Writing?" (SW, pp. 1-15); Bill Kovach and Tom Rosentiel, "How to Know What to Believe Anymore" (SW, pp. 263-75); Julia Galef, "[Why you think you're right, even when you're wrong \(Links to an external site.\)](#)" (Here's the TEDTalk video version: [Galef \(Links to an external site.\)](#)).

Thurs: Chapter 2: "How do Scholars Read and Write?" (SW, pp 16-43); Holzwarth, "The Real Reason You Shouldn't Text while Driving" (SW, pp. 257-262).

Week 4 (Sept 13 – 19)

Tues: Chapter 3, "How Do We Select and Use Sources Responsibly?" (SW, pp 42-74); Boroditsky, "How Does Language Shape the Way We Think?" (SW, pp. 280-290).

Thurs: Chapter 4, "How Do Arguments Work?" (SW, pp 75-102); Chivers, "Seeing Red? The Mind-Bending Power of Colour" (SW, pp. 304-310).

Literacy Narrative Due

Week 5 (Sept 20 -26)

Tues: Chapter 5, "How Do We Analyze Arguments?" (SW, pp 103-130); Olmstead, "Excerpt from *Introduction to Real Enemies: Conspiracy Theories and American Democracy, World War I to 9/11*" (SW, pp 291-303).

Thurs: Chapter 9, "How Can We Find and Fix Faults in Arguments?" (SW, pp 209-229).

Week 6 (Sept 27 – Oct 3)

Tues: Chapter 6, "How Can We Create a Compelling Thesis?" (SW, pp 131-154).

Thurs: Gibbs, "The Halloween Wars: Who Gets Candy and Who Doesn't?" (SW, pp 311-315); Amor, "The Least Convenient Truth: Part I -- Climate Change and White Supremacy," (SW, pp 316-322).

Week 7 (Oct 4 – 10)

Tues: Chapter 7, "How Do We Organize and Develop Arguments?" (SW, pp 155-184); Kuo, "The Whitening of Asian Americans" (SW, pp 323-329).

Thurs: Chapter 8, "How Do We Support Arguments?" (SW, pp 185-208); Arana, "A History of Anti-Hispanic Bigotry in the United States" (SW, pp 330-335).

Rhetorical Analysis Due

Week 8 (Oct 11 – 17)

Tues: Tynes, "[Online Racial Discrimination: A Growing Problem for Adolescents](#)"; ([Links to an external site.](#)) Tynes, et al., "[Online Racial Discrimination and Psychological Adjustment Among Adolescents](#)"

Thurs: Haile, "How Black Boots Lit My Way along the Appalachian Trail" (SW 336-342).

Week 9 (Oct 18 – 24)

Tues: Chapter 10, "How Can We Improve Our Style?" (SW, pp 230-255); Killingsworth and Gilbert, "A

Wandering Mind Is an Unhappy Mind" (SW, pp 343-348); Groopman, "[Can Brain Science Help Us Break Bad Habits?](#)"

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Thurs: Waldman, "Hey Internet, Please Quit with the Happiness Articles" (SW 373-376); Guest, "[Pursuing the Science of Happiness \(Links to an external site.\)](#)"; Polk, "For the Love of Money" (SW 355-363).

Research Proposal Due

Week 10 (Oct 25 – 31)

Tues: Excerpt from "An Interview on 'The Paradox of Choice' with Barry Schwartz" (SW 363-372); Sorensen and Sorensen, "Who's Your Real Boss?" (SW 349-354); Bazelon, "I've Picked My Job over My Kids" (SW 377-380).

Thurs: Writing workshop

Week 11 (Nov 1 – 7)

Tues: Handley, "Qualities of Good Writing" (SW 381-386); Malady, "Will We Use Commas in the Future" (SW 387-392); Schick, "Through Glasses Half Full" (SW 393-401).

Thurs: Sword, "Zombie Nouns" (SW 402-505); Linic, "N/A 101, Prof. Blank, a Month/Some Day/the Year, A Love Story" (SW 406-410).

Position Paper Due

Week 12 (Nov 8 – 14) **Thursday, Nov 11 holiday (no classes)

Tues: Friedersdorf, "Crass Frat Boys at Old Dominion" [annotated student writing], (SW 411-418).

Week 13 (Nov 15 – 21)

Tues: Scelfo, "Suicide on Campus and the Pressure of Perfection" (SW 419-428); Lessard, Grossman, and Syme, "Effects of Gender and Type of Praise on Task Performance among Undergraduates" (SW 450-466).

Thurs: Levinovitz, "Get Your Stadiums out of Our Churches" (SW 443-448).

***Monday – Sat, Nov 22 – 27 (no classes)*

Annotated Bibliography Due

Week 14 (Nov 29 – Dec 5)

Tues: Light, "How to Live Wisely" (SW 439-442); Callwood, "Accents and Ebonics: When the Hood Goes to College" (SW 429-438).

Thurs: Writing workshop

Week 15 (Dec 6 – Dec 12)

Tues: Writing workshop

Thurs: Writing workshop

Dec. 10: Researched Argument Paper Due

Finals Week (Dec 13 – Dec 16)

Meeting TBA