

Course Information

Semester & Year: Fall 2021

Course ID & Section #: ENGL 1A E1977

Instructor's name: Jonathan Maiullo

[if synchronous] Day/Time of required meetings: Tuesday, Thursday 10:15AM - 12:20PM

[if in-person] Location: HU 114

[if needed] Number of proctored exams:

Course units: 4

Instructor Contact Information

Office location or *Online: HU119

Office hours: Tues/Thurs. 12:30-1pm

Phone number: (517) 474-2219

Email address: Jonathan-maiullo@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.*

Prerequisites/co-requisites/ recommended preparation

[If applicable]

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.

****Other verbiage you can include if you want:***

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

Assignments:

(a 'C' grade, or over 70%, is required to pass ENGL 1A)

- ***Participation and attendance (10%)***

After over a year of instruction online, I think it's important that we transition back to working together and using discussion to get to the bottom of various course concepts. I've created this class in a way that's ***primarily to be completed in-person***. There will be some reading and consideration at home, but we will engage in some substantial consideration in-class. For this reason, participation (measured principally by attendance) will be 10% of the course grade. Class activities will vary greatly, but they include identifying parts of a text, discussing a concept and its value, applying the concept with in-class writings. Importantly, we will also build essay assignments in-class. See the section on essays.

- ***Tuesday Notecards on Threshold Concepts with quote (10%)***

Each weekend we will read about a threshold concept in writing, something that is meant to change the way you think about writing. As you read these, I want you to be looking for summative sentences or paragraphs. That is, parts of the reading that summarize the concept as a whole. As you read, underline these. In class on Tuesdays, we'll begin with a moment for you to record this quote on a notecard and take a moment to consider what it means and why it's important. These notecards will spur a class conversation.

At the end of class, I ask that you turn the notecard over and record something valuable from the class. Either explain the importance of your quote again or, if the concept still isn't clear, ask a question. I'll collect these notecards at the end of class each Tuesday. If you have to miss a class, do the notecard on a piece of paper and hand it in **when you return to class. Notecards will be accepted no later than this.**

- ***Thursday Reading Forensic Notebook (10%)***

It's important to connect to your reading, therefore after reading and discussing the threshold concept at the beginning of each week, we will read a narrative on this concept and make a personal connection to it. These connections are best worded as 'this reminds me of...'. The Reading Forensics notebook will be your consideration of these narratives. You will complete each entry in class on Thursday and use the entry to guide your group and class discussion of the claim and personal connections. We'll also use these to consider the relationship to the threshold concept and the narrative. These will be checked twice this semester, so make sure you stay up to date. You can complete these even if you miss a class.

- **Reflection journals: Reflect once a week on the class concept using a blog (10%)**

The first week, we'll set up blog accounts in class, these will be private and I will be the only reader, well, other than you.

Learning isn't just about memorizing content but about considering its relevance. In these weekly blog entries, I'd like you to consider the course concepts and/or reading and reflect on their personal importance. These entries can take any format you like, but I ask that you do not write summaries. The point is not to regurgitate but, the opposite, to personalize. If entries aren't personal, they will not be counted. Otherwise, this is a credit/no credit assignment, due each week before class on Tuesday.

- **Peer review preparation (10%)**

I know no one likes peer review, but this is probably because the reviews you've been given have focused on finding mechanical errors and basically having someone else pick apart your writing. This isn't review. Reading someone else's writing to find mistakes is grading, it's fault finding, it's nitpicking. In this class, peer review will encourage you to ask questions about your peers' writing and, as an author, to consider how the answers to these questions could improve your writing. Peer review will be a conversation, not a fault-finding session. Your writing will benefit from peer review and your self-esteem will remain intact.

So, peer review will be an important part of the writing process in this class. It's also **the one thing that can't be made up**. If you miss peer review, it's up to you to find and contact someone else who missed it and peer review each other's work on your own time. Also note, if you come to a peer review day without a **complete** draft (not polished, but reaching some kind of end), you won't have anything to do. Please, please, please come *prepared*.

- **Essay assignments (40%)** These can be revised for a better grade after the due date. Essays can *always* be revised.

You've heard it before: "Writing is a process and not a product" and yet a single due date (and grade) for a polished essay does little to reinforce the concept that everything we are doing while writing is important. In this class, we'll complete our essays in parts. Each part of the essay will constitute part of the grade. Sure, at the end, I'm going to give slightly more weight to the final revised draft, but if you completed the rough draft, peer review and other components your grade will be balanced by all these assignments. To write a successful essay, it's imperative that you attend class to build the essay piece by piece, draft, revise and edit. Good writing, you will find, is never done all at once. To think this way, is a recipe for writer's block or, at least, anxiety.

For each essay assignment, you'll have two very important tools. A grading rubric and an example of an 'A' paper from a previous class. I encourage you to use these to get an in-depth understanding of the assignment. Remember, good writers use ideas and rhetorical moves from other writers. Copping ideas from other writers isn't plagiarism, it's using established and successful methods.

Finally, note that because writing is a process, even after your revised draft is submitted and graded, I welcome you to consider my feedback and revise the draft yet again. Usually, writing has a deadline, but because I'd like you to consider your writing as much as possible and work to revise it, I will *never* deny another revision attempt. Only, please note, I need to have revised essays in by the due date so I can grade effectively.

- **Final Conference (10%)**

The last thing we'll do in this class is consider all that we've learned from day one and reflect on the value of this learning. For this last assignment, I want to have a conversation because I don't want you to focus on correct forms, mechanics, etc. I want to hear it from your first-hand: what have you learned and why does it matter. I hope to establish this practice for you after you complete *any* college class. This conversation will take the place of our final. Please come prepared to answer all questions.

- ✓ **Attendance:**

Attendance in this class is crucial. Most work will be done in-class as a group. When you miss classes, you miss valuable work that can't be made up. If you have a busy schedule and are uncertain about being able to attend *every* class, consider taking an online version of this class which will allow for much more flexibility. Think of this class as a workshop. If you're not here, you don't have the peer and instructor support to consider course concepts from various angles. For this reason, **Five (5) absences is the upper limit.** Once you've missed this much discussion and instruction, you've missed a vital part of this class.

I will notify you when you've got three absences.

If, however, you have an *emergency* such as a family crisis, an illness or something else, I will allow you to make up the classes, but you must let me know **on the same day as the class you missed.** If you anticipate missing more class, we can work something out.

Don't let this freak you out. **If you communicate with me, everything will be fine.** I have this policy in place to prevent burnout later in the semester. As once a class or two has been missed, it becomes easier to keep missing them.

The key, as in all your classes, is to communicate with me.

- ✓ **Late Work Policy:**

Late will only be accepted with prior notice. I understand that all kinds of things can happen to delay work and class attendance. The key is to let me know. If I don't hear anything from you before **the next class period** I will not accept any late work.

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