

Course Information

Semester & Year: FALL 2021

Course ID & Section #: ENGL-1A-V2546

Instructor's name: Erin M. Sullivan

Location: Online via *Canvas*

Optional synchronous Zoom meeting: Tuesdays 2:45-4:45 pm

Course units: 4

Instructor Contact Information

Office location: Online via Zoom

Office hours: Thursdays 2:45-4:45 pm and by appointment

Email address: erin-sullivan@redwoods.edu and the *Canvas* email system (preferred method)

Catalog Description

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

Course Student Learning Outcomes

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

Placement into English 1A is determined according to the default AB 705 guidelines or the results of the guided self-placement process.

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.

Welcome to Our Course

Students are often led to believe that writing is primarily about avoiding errors and providing the right answer, or that writing is a "natural" talent that some people have and others do not. Some authorities tell us that "students can't write," "texting ruins your ability to write," and "good writing never uses 'I.'" English 1A will question these assumptions and many others. It will also ask you to consider questions no one has likely asked you before: How is identity linked to reading, writing, and power? How can we use inquiry, critical thinking, and collaboration to write about and understand how meaning is made in the world? How do we use language to make meaning in the world as citizens, scholars, researchers, and agents of change? How do our explorations of these questions change across contexts and our participation in them? How do we change communities and how do they change us? We'll explore these questions as a community and in collaboration. We'll study the subject and practice of writing, build confidence as writers and learners, and learn, too, that writing is a lifelong practice—that all writers (including teachers!) have more to learn.

Textbooks and Supplies

- All required readings are located online at our *Canvas* site
- Bound composition book with lined pages (recommended for reading notes and writing activities)

Technology

- Reliable access to internet and software to create/open/print .docx and .pdf files
- Functioning MyCR gmail and Google Account: <https://webapps.redwoods.edu/tutorial/#studentemail>
- Microsoft Office 365 Education: <https://www.redwoods.edu/Services/Office365>
- For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Information

- Log into Canvas at <https://redwoods.instructure.com> (Password is your 8 digit birth date)
- *Canvas* Help for students: <https://www.redwoods.edu/online/NewHome/Canvas-Resources-Home>
- *Canvas* online orientation workshop: <https://redwoods.instructure.com/courses/6781>

Setting Your Preferred Name in Canvas

Students have the ability to designate an alternate first name and pronouns that will appear in *Canvas*. Contact [Admissions & Records](#) to request a change to your preferred first name and pronouns. 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](#).

Coursework Requirements and Grades

Each week, students are responsible for checking *Canvas* to view the current schedule (located in the weekly modules) to access, complete, and submit assignments, readings, quizzes, and discussion forums as directed. Developing and maintaining excellent time management and organizational skills are critical. Reading and writing homework as well as class activities build on one another and emphasize cumulative learning; therefore, timely completion of assignments online is essential to student success and to the success of the entire class.

Individual assignments must be uploaded to *Canvas* where they will be evaluated according to published requirements and rubrics. Students can monitor their own progress in the course by periodically checking their grades on *Canvas* and contacting the instructor when they have questions. As per CR English Department policy, **extra credit is not available**. Course grades are earned by participating in the class and by successfully completing required assignments.

- Assignments are graded either based on **point totals** or **complete/incomplete** (✓ / X in gradebook)
- Check the rubric attached to each assignment to see grading criteria and method
- Missing assignments will be marked as a zero or incomplete (X in gradebook)
- Late work will be accepted as long as it is submitted within a week of the original due date

Grades often create a lot of anxiety for students, especially in a writing class. Over the years, students have shared with me many horror stories about cruel comments and red-penned corrections that previous English teachers have made about their writing and their ability. Please know that you will never hear or see these kinds of comments from me, and if you ever feel that I have been inconsiderate, I urge you to contact me so that we can talk about it—I mean that! I care about students improving their writing and critical thinking skills, and not about achieving some impossible ideal standard. As long as your work meets the basic requirements set forth in each assignment and summarized on each rubric, you will earn full credit. My number one goal for every student is to complete English 1A a more confident writer, reader, and researcher.

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

Activities and Workshops (20%)

Students will complete a variety of activities and workshops online to work with new concepts, try out new techniques, develop new strategies, and collaborate with peers. Some of these activities and workshops will be introduced and completed during synchronous Zoom class sessions, but they may also be completed asynchronously on *Canvas* during the week in which they are assigned.

Reading and Writing (20%)

Most weeks students will read and annotate selected texts located on our *Canvas* site. Reading journals, presentations, quizzes, and other assignments associated with assigned texts will be posted to *Canvas*. There is a considerable amount of reading assigned in English 1A, so look ahead to the weekly module to plan adequate time for reading assignments.

Essay and Research Units (60%)

Students will complete three 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 consultants.

Literacy Sponsor Analysis (LSA)

Students will explore the meaning of literacy (and literacies) and how powerful institutions are invested in the control and monitoring of literacy access and acquisition. Then students will investigate how they came to be literate persons by examining their own history and sponsors to recognize prior literacy knowledge and to become more effective and deliberate readers, writers, thinkers, and communicators.

Discourse and Disciplinary Identity Project (DDI)

This project invites students to choose an academic/professional discipline and pursue original research to discover how writing works within that discipline, both to create knowledge and to define the community. This project is a great way to explore literacy and discourse within a major and/or future profession, but students may select any discipline or profession of interest to them.

Reflection on Learning (ROL)

In this final essay, students will reflect on the work of the entire semester in English 1A (and possibly even other related courses) to articulate their developing knowledge of writing and themselves as writers, thinkers, and researchers in and across various discourse communities. This metacognitive text will require students to assert and support claims about prior and new knowledge by citing evidence from course content and their body of work throughout the semester.

Assignment Feedback

Feedback will be available to students through various *Canvas* features including rubrics, comment bubbles, grading comments, and audio/video recordings. Students who want additional verbal feedback are welcome to make a phone or Zoom appointment with the instructor.

Turnitin.com

To discourage plagiarism, the CR English Department requires English 1A students to post all essays to Turnitin.com before they can receive credit. The process is automatically completed through our *Canvas* site, and students will be able to see resulting reports and make revisions to essays as needed. Students should contact the instructor immediately if tempted to plagiarize or cheat, or if confused about properly citing sources. We can work together to address these issues.

Collaboration and Peer Response

Collaborative writing is often the most successful writing—it is imperative that students take group and peer response activities seriously and approach them with dedication and professionalism. Not only will such activities contribute to the course grade, but also successful collaboration will result in stronger final drafts of essays. Students who have practice providing feedback to other writers become more adept at providing “feedback” to themselves to improve their own writing. Because essays will be read by classmates, please choose topics that you feel comfortable sharing with your peers.

Homework

To be successful in a college course, students should plan to spend at least 2 hours completing work outside of class each week per academic unit; therefore, in this 4-unit English 1A course, expect to **spend about 8 hours each week** reading, writing, revising, and researching.

Tutoring and Writing Assistance

The Academic Support Center has faculty from a variety of disciplines available to assist students with questions relating to writing assignments and projects including research papers, essays, and citations. They can work with students in person or via Zoom, phone, or email. See this link for more information:

<https://redwoods.libguides.com/Tutoring/Writing>

Communication

We will utilize a variety of methods to maintain regular, effective contact throughout the semester:

- Check *Canvas* announcements and MyCR gmail for upcoming assignments, activities, and schedule changes
- Post questions and answers to the *Canvas Class Cafe*
- Contact instructor through the *Canvas* email system (replies within 48 hours, often sooner)
- Attend weekly Zoom sessions and office hours
- Make a Zoom or phone appointment with the instructor for more in-depth assistance with coursework
- Review assignment feedback through *Canvas* rubrics and comments

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.

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](#).

Tentative Course Schedule (subject to change with advanced notice)

See the *Canvas* modules each week for the detailed schedule of assignments, readings, activities and deadlines. This schedule is subject to change based on extenuating circumstances.

Week 0	Welcome, Introductions, Student Survey, Meet Your Classmates
Week 1	Writing About Writing: Reading, Journal, and Workshop/Activity
Week 2	Becoming a Novice Scholar: Reading, Journal, and Workshop/Activity
Week 3	Literacy Sponsors: Reading, Journal, and Workshop/Activity
Week 4	Researching Our (Literate) Selves: Reading, Journal, and Workshop/Activity
Week 5	Composing Our (Literate) Selves: Rough Draft, Peer Response, and Workshop/Activity
Week 6	Revising Our (Literate) Selves: Revised Draft, Peer Response
Week 7	Reflecting on Our (Literate) Selves: Reading, Reflective Letter
Week 8	Introduction to Discourse & Disciplinary Identities: Reading, Journal, and Workshop/Activity
Week 9	Primary & Secondary Research: Reading, Journal, and Workshop/Activity
Week 10	Lexis & Genres: Reading, Journal, and Workshop/Activity
Week 11	Annotating the Discourse: Annotated Bibliography
Week 12	Drafting the Discourse: Rough Draft, Peer Response, and Workshop/Activity
Week 13	Revising the Discourse: Revised Draft, Peer Response, and Workshop/Activity
Week 14	Reflection on Learning: Looking Back, Rough Draft, Peer Response
Week 15	Reflection on Learning: Taking Stock, Revised Draft, Peer Response
Week 16	Reflection on Learning: Presentation (this assignment replaces a final exam)

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*

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.

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

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.