



Syllabus for English 1A: College Composition

“Education is not the learning of facts but the training of the mind to think.”

–Albert Einstein

Course Information

Semester & Year: Spring 2022

Course ID & Section #: Engl-1A-D2966

Location & Time: DM 34 M/W 12:30-2:35

Course units: 4

Textbooks:

1. *Scarcity: Why Having Too Little Means So Much* by Sendhil Mullainathan and Eldar Shafir, Times Books, 2013. ISBN # 987-0-8050-9264-6
2. *Easy Writer* (8th edition) by Andrea Lunsford, Macmillan, 2022. ISBN# 978-1-319-24422-4

Instructor Contact Information

Instructor's name: Professor Ruth Rhodes

Office location: E7

Office hours: By appointment due to COVID-19. Let's Zoom or meet in the classroom instead!

Phone number: 707-465-2336 (but email or Canvas message is the best way to reach me)

Email address: Ruth-Rhodes@redwoods.edu

Catalog Description

English 1A 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.

Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues should contact the instructor.

College of the Redwoods is also 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 the library
- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

Prerequisites

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

Primary Focus

English 1A is where you build serious mental muscles in critical reading, writing, and thinking. Each week, you will explore exciting and challenging texts and then discuss what you've read with others in your learning community (your classmates and professor). You will then write essays to express essential ideas emerging from those readings and discussions. Reflection and revision will play an important part in your training.

Before Class

You will be assigned **readings** every week. You will take **critical reading notes** on these readings and post them to Canvas *before* class begins. Class is only interesting when students have done the reading in advance, even if they don't fully understand it. So come to class ready to play with the ideas!

During Class

In class, we will **discuss** the readings and do **critical thinking activities**. We will examine and debate the purpose, style, logic, evidence, meaning, and implications of the ideas we read. We may ask, "How do these ideas apply to us and our experience of the world? Why might those ideas matter? What can be done with them to change our lives? Our communities? Our world?"

After Class

As a follow-up to class, some weeks, you will do a **writing practice** related to what you've learned. You may take a **quiz** to cement your understanding. Written work, like writing practices, quizzes, and critical reading notes, will be low-risk assignments (frequently given and worth a small number of points). These assignments are skill-building. I grade these assignments as completed (3), partly completed (2), or not attempted (0). Effort counts. Skill-building

assignments must be completed on time, though. I do not accept late work in this category.¹ Assignments close automatically.

Essays

During the semester, you will write four (4) **essays** addressing ideas during our class discussions. Craft and research these essays carefully in responses to ideas that interest you. In preparing to write the essays, we will cover APA and MLA style. We will also explore writing strategies to create clear, organized, convincing arguments. This will include some review of Standard American English and other conventions expected in college. Often, we will look at student examples and practice revising and editing together.

I grade essays differently than skill-building assignments. They are evaluated on meeting the student learning outcomes rather than completion alone. In other words, the grade reflects the overall quality. I use a three-tiered system: Exceeds Expectations (40), Meets Expectations (30), and Does Not Yet Meet Expectations / Revise (25).

All essays (except Essay 4) can be revised for a passing grade if they do not initially meet expectations. Revision in response to feedback is an integral part of the class. It is *normal* to revise an essay if it doesn't meet expectations the first time.

While I don't accept late skill-building work, I accept late essays. Ask, and you shall receive.

Evaluation & Grading Policy

Student work is evaluated in two ways: completion (skill-building activities) and quality (essays). Grades are updated regularly in Canvas and calculated by percentage in two areas:

- **Skill Building Activities:** 50%
- **Essays:** 50% [Essay 1 (10%) / Essay 2 (15%) / Essay 3 (15%) / Essay 4 (10%)]

The following are general expectations for earning the grade you want:

A (100-90%) To earn an A, write four essays. All must meet expectations; two should exceed expectations. Complete nearly all your skill-building activities. Earn 90-100% collectively.

B (89-80%) To earn a B, write four essays. All must meet or exceed expectations. Complete nearly all your skill-building activities. Earn 80-89% collectively. B is a respectable grade. Sometimes, you can't do it all. You undoubtedly did a lot to get to a B, so be proud!

C (79-70%) To earn a C, write four essays; at least three should meet or exceed expectations. Complete nearly all your skill-building activities. Earn between 70-79% collectively and pat yourself on the back. You dared to keep going even though you experienced some setbacks.

D (69-60%) D is not a passing grade at CR, but it shows you are not a quitter. You did not give up. When you win the Pulitzer Prize, we will all have a good laugh about all those skill-building activities you missed because you were working three jobs and taking care of your kids while

¹ Emergencies happen. Don't worry about missing one or two skill-building assignments. I will drop 1-2 of your lowest grades in this category by the end of the semester so that everyone can get away with missing a few.

going to college. If you would like a D instead of an F, turn in at least three essays; two should meet expectations. Earn between 60-69% on your assignments collectively.

F (59-0%) Your assignments totaled between 0-59%. Something went wrong. You lost interest. You ghosted. Maybe life gave you lemons. Contact me. I probably can't make the F go away, but I can advise you about applying for an incomplete or academic renewal so that the F grade won't delay or derail your future plans. Remember that road to a college degree is long. A low grade in this class is not a life sentence. It's just a setback. *Illegitimi non carborundum*. Don't let the bastards grind you down.

Exception: If you feel you have achieved the student learning outcomes, but your achievement is not reflected in your scores for some reason, please feel free to *negotiate* your grade. Make an argument that you deserve a higher grade than you earned. Often, this happens when a student has experienced a prolonged illness or stressful life event that kept them from attending class or turning in work. The last thing I want to do is make you repeat the course; if you achieve the skills, you need to move on. Send me an email, and we can talk about it.

COVID-19 Sucks

We are in the middle of a global pandemic. It is making our lives difficult in many different ways. And yet, here you are, bravely getting an education during an event shaping history.

Be good to yourselves. Think of our class as an oasis from stress, a chance to learn new skills, and an opportunity to grow. I will do all I can to make learning fun and enriching—far beyond ticking the box on a required class for your degree. I will need your help to do this, though.

Do your best to help one another. Reach out. Make friends. Try not to obsess over grades. Focus on building skills. Understand that many parts of life are hard right now, so as the young folks say, “embrace the suck.”

Speak up when something isn't working, if you're confused, uncomfortable, or have an idea to improve things. It is *normal* to feel depression, anger, and anxiety right now. I am feeling it, too. Don't let's not let COVID-19 keep you from achieving your goals. Take this opportunity to expand your mind and build meaningful relationships. Show up each day. Plan on telling your grandkids that you went to college during the great COVID-19 epidemic—and changed your life.

Inclusion, Respect, and Robust Discussion

My primary goal is to facilitate learning for everyone. That includes monitoring discussions to ensure that we treat each other with respect (see the Code of Conduct link). In English 2A, we will practice intellectual virtues like humility and fair-mindedness.

All students should feel welcome, and no one should treat another student with disrespect. But what do we mean by “respect” and “tolerance”?

Part of your task in becoming a better critical thinker is to recognize that your experience shapes your values—and that experience is limited. Other people see the world differently because they

experience it differently. They have much to tell us, even when we initially find their ideas wrongheaded or distasteful. Our task is to understand different perspectives and *together* discover what is true and right and just and good.

Tolerance does not mean that “everyone is right in their own way.” Tolerance is the process we use to find common ground. Critical thinking involves holding ideas up to the light of reason through “the checking of each by each.” We build relationships, listen, and also speak our minds courageously. Only then can we explore the strength of our ideas and become aware of our prejudices and faulty assumptions.

I will strive to protect free expression in this class. It’s okay to bungle your words, to have ideas come out awkwardly, or to be dead wrong as long as you come from a place of intellectual humility and respect for your fellow learners.

Every semester I learn from students’ ideas and reshape my view of the world. Expect to be introduced to new ways of seeing things! Understand in advance that your ideas, values, and beliefs may be respectfully challenged in this class as part of the learning process.

Admissions deadlines & enrollment policies

Spring 2022 Dates

- *Classes begin: 01/15/22*
- *Last day to add a class: 01/21/22*
- *Martin Luther King, Jr’s Birthday (all campuses closed): 01/17/22*
- *Last day to drop without a W and receive a refund: 01/28/22*
- *Census date (or 20% into class duration): 01/31/22*
- *Last day to file P/NP (only courses where this is an option) 02/11/22*
- *Lincoln’s Birthday (all campuses closed): 02/18/22*
- *Presidents Day (all campuses closed): 02/21/22*
- *Last day to petition to graduate or apply for certificate: 03/03/22*
- *Spring Break (no classes): 03/14/22-03/19/22*
- *Last day for student-initiated W (no refund): 04/01/22*
- *Last day for faculty-initiated W (no refund): 04/01/22*
- *Final examinations: 05/07/22-05/13/22*
- *Semester ends: 05/13/22*
- *Grades available for transcript release: approximately 05/30/22*

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](#).

Academic dishonesty is rare at the College of the Redwoods, but when it does occur, it is often the result of plagiarism. **Plagiarism** is taking the words and/or ideas of others and presenting them as your own. We will learn how to cite the ideas of others in this class. We will also use Turnitin.com (an app already integrated into Canvas) to guide us. Accidental plagiarism is common and is never punished. Students are invited to revise their work. But deliberate plagiarism will result in a zero for the assignment and possible removal from the class. So please do not buy a paper online or copy information and/or words from websites to present as your own.

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](#).

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns 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

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birthdate

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://webapps.redwoods.edu/tutorial/>

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

Community College Student Health and Wellness

Resources, tools, and training 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 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 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](#).

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 who need 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

This syllabus is subject to change

Week	Lecture Topics & Readings (Other assignments are posted in Canvas)
1	<p>Academic Reading, Writing, and Thinking</p> <ul style="list-style-type: none"> Course Introduction & Community Building Activities <p>Note: No class on Monday, MLK Day</p>
2	<p>Critical Reading and Notetaking</p> <ul style="list-style-type: none"> Read for Monday: “Does Being Poor Lead to Bad Choices?” <p>Writing Processes</p> <ul style="list-style-type: none"> Read and take quiz for Wednesday: “Writing Processes,” <i>Easy Writer</i> 8th, 2-23 (alternatively, <i>EW</i> 6th 14-36)
3	<p>Scarcity: Why Having So Little Means So Much</p> <ul style="list-style-type: none"> Read and take notes for Monday: <i>Scarcity</i>, “Introduction,” pp. 1-16 <p>Contexts for Writing, Reading, and Speaking</p> <ul style="list-style-type: none"> Read and take quiz for Wednesday: “Contexts,” <i>Easy Writer</i> 8th edition, pp. 39-78 <p>Note: Census Week. Attend class or contact me so you won't be dropped</p>
4	<p>The Scarcity Mindset</p> <ul style="list-style-type: none"> Read and take notes for Monday: <i>Scarcity</i>, Chapter 1: “The Scarcity Mindset,” pp. 1-38 <p>Writing Process</p> <ul style="list-style-type: none"> Read and take quiz for Monday: “Research,” <i>Easy Writer</i>, pp. 84-118
5	<p>The Bandwidth Tax</p> <ul style="list-style-type: none"> Read and take notes for Monday: <i>Scarcity</i>, Chapter 2: “The Bandwidth Tax,” pp. 39-66 <p>Documentation Style</p> <ul style="list-style-type: none"> Scan for Wednesday: “Documentation” (your choice—either the MLA or APA section), <i>Easy Writer</i>, pp. 120-169 or pp. 170-207
6	<p>Essay One Workshop</p> <ul style="list-style-type: none"> Bring a draft of Essay One to class on Wednesday Complete Essay One by Sunday midnight <p>Note: No class on Monday due to Presidents' Day</p>
7	<p>Introduction to Unit Two</p> <ul style="list-style-type: none"> No assigned reading for Monday; learn about Essay Two <p>Packing and Slack</p> <ul style="list-style-type: none"> Read and take notes for Wednesday: <i>Scarcity</i>, Chapter 3: “Packing and Slack,” pp. 69-86

8	<p>Expertise</p> <ul style="list-style-type: none"> Read and take notes for Monday: <i>Scarcity</i>, Chapter 4: “Expertise,” pp. 87-104 <p>Borrowing and Myopia</p> <ul style="list-style-type: none"> Read and take notes for Wednesday: <i>Scarcity</i>, Chapter 5: “Borrowing and Myopia,” pp. 105-121
Spring Break, March 14-18	
9	<p>The Scarcity Trap</p> <ul style="list-style-type: none"> Read for Monday: <i>Scarcity</i>, Chapter 6: “The Scarcity Trap,” pp. 123-145 <p>Style: Effective Language</p> <ul style="list-style-type: none"> Read for Wednesday: “Style: Effective Language,” <i>Easy Writer</i>, pp. 244-267
10	<p>Essay Two Workshop</p> <ul style="list-style-type: none"> Bring a rough draft of Essay Two to class on Monday Complete Essay Two by Sunday midnight <p>Note: No class on Wednesday / Professor Rhodes’ on leave</p>
11	<p>From Secondary to Primary Sources</p> <ul style="list-style-type: none"> No reading for Monday <p>Style: Effective Sentences</p> <ul style="list-style-type: none"> Read and take the quiz on “Style: Effective Sentences,” <i>Easy Writer</i>, pp. 270-283
12	<p>From Secondary to Primary Sources</p> <ul style="list-style-type: none"> Reading To Be Announced (TBA) <p>Note: Our class will likely be online this week due to DNUSD’s Spring Break</p>
13	<p>Drafting Day, Researching</p> <ul style="list-style-type: none"> Come prepared to find sources <p>Essay Three Workshop</p> <ul style="list-style-type: none"> Bring a rough draft of Essay Three to class on Wednesday Essay Three is Sunday by midnight
14	Reflection Activities, TBA
15	<p>Essay Four: Reflection</p> <ul style="list-style-type: none"> Read for Monday: TBA Bring a rough draft of Essay Four to class on Wednesday
16	<p>Finals Week</p> <ul style="list-style-type: none"> Complete Essay 4 by midnight on Monday, May 9