



Syllabus for ENGL 1A

## **Course Information**

Semester & Year: Spring 2022

Course ID & Section #: ENGL 1A V2672

Instructor's name: Jonathan Maiullo

[if synchronous] Day/Time of required meetings:

[if in-person] Location:

[if needed] Number of proctored exams:

Course units: 4

## **Instructor Contact Information**

Office location or \*Online:

Office hours: BY appointment

Phone number: (517) 474-2219

Email address: Jonathan-maiullo@redwood.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**

N/A

## **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, 1<sup>st</sup> 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**

**Weekly Order of Canvas assignments** (and suggested timeline for completion in parenthesis):

1. Readings (Complete by Tuesday)

2. Reading response (Complete by Tuesday) **First Entry due Thursday**
3. Asynchronous discussion and thought question (Complete by Wednesday)
4. Writing assignment + activity (Complete by Friday)
5. Reflection Journal (Complete by Sunday)

**All weekly assignments due Sunday by 11:59**

***Except reading responses due Thursday, responses due Sunday***

**Assignments and grade break down (a 'C' grade, or over 70%, is required to pass ENGL 1A)**

1. **Thought questions** (10% of grade): Each lecture poses a question for student consideration. Responses for these questions will be short essay responses, a double-spaced page in length and will show evidence of critical consideration of class concepts. Successful answers will refer to previous class concepts.
2. **Reading Responses:** (10% of grade) will take the following format:

Important quote from reading	What you understand this quote to mean	What other thing it makes you think of (or a question)
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Sharing your thoughts with the class will allow you to make your learning meaningful as you work together to discuss texts and the resulting ideas.

Reading responses will be due ea. Thursday by 11:59 pm. To receive full credit, you must respond to one of your peers' responses after you post your response.

Respond to one (or more) of your peers. Do **one** of the following:

- **Expand** on your classmate's post to demonstrate that you understand the topic.

- **Reply** to a question posed by one of your classmates or by the instructor and support your statements with sources from the text.
  - **Ask** a probing question or ask your classmate for a clarification or an explanation of a point made in the post.
  - **Share** an insight or something you learned from reading your peer's posting or from your other reading.
  - **Explain** how someone's post helped you understand the material or made you rethink your own views.
- \*\*Note:** Avoid just agreeing with your peers. It is important to engage with their thinking and to suggest ways to advance it. If you'd like to agree, be sure to think of your response as "yes, and..." or "Yes, but..."

When responding to peers, please abide by the following:

- Read the whole entry before responding
- Be curious
- Forgive mistakes
- Read over your response before hitting 'submit'
- Justify your opinion

### **Readings:**

The most important feature of a class reading is demonstration of a rhetorical concept, either used well or poorly. In addition, I have chosen readings which I believe introduce a subject for consideration, that is they 'enter the conversation' on an issue, providing a new way of looking at this issue. Please note, I don't choose readings that reflect my own beliefs on issues. In fact, I quite disagree with some of them. Our reading should make us a little uncomfortable or we're not challenging ourselves. It's the model they provide for writing I focus on.

3. **Writing Assignments** (50% of grade): These consist of the essays we will write for this class and their components, like,

theses or research, which in some cases, we will complete independent of the essay.

### **Essays:**

*College-level writing assignments are written in MLA format, with header, 12-pt. font, double-spaced, essays not in this format will not be marked down.*

*The following are the prompts for the major essay assignments for this class. More information to follow.*

- **Essay 1: (Outsider to insider)** Consider a discourse community for which you were once an outsider. What were the rules of communication you didn't understand? How did you come to understand them? How did coming to understand these rules permit you insider status?
- **Essay 2: (Literacy narrative)** Explain an important moment in your development of literacy either in English or in another language. The primary purpose of this essay is to communicate the importance of this moment to your audience. How can you explain why this moment is significant to your audience? What details and background information will be important? What needs to be defined?
- **Essay 3: (Respond to a local issue)** This research essay defines an issue and responds to it. To be successful, study the discussion of this subject. Avoid merely restating points which have already been made; advance the discussion. Include the opposing view's arguments and respond to them with refutation. Provide evidence for your arguments and vary your rhetorical appeals.

➤ **Essay 4: (Reflection)** One of the most important aspects of writing that we take for granted is the continual assessment of what works and what doesn't. As we write, we develop strategies for responding to certain prompts. The more college essays you write, the most comfortable you will become with the process. For this final written assignment, consider your revision process for Essay 3 and make a multimodal presentation on it. Use audio, video, Power point or anything else that walks the reader

4. **Weekly Reflection Journals** (10% of grade): Monitor your learning by considering the week's instruction concept in any way you'd like. These reflections will take the form of blog entries. There is no suggested format. This is your opportunity to connect with the class content in your own way. The only thing I ask is that you consider your audience—avoid summary and write at least half a page. Use text, video, image, art, music or any medium you're comfortable with as long as your message is clear to the audience. Use blogger.com to create free blogs. Instructions on Canvas.
5. **Writing Conferences and peer review** (10% of grade): Two required conferences per semester—you choose a time during the week when it's convenient for you. The purpose of these conferences is to discuss your writing, to celebrate your strengths as a writer and to consider anything that needs revision. Please have a writing assignment ready to consider during these conferences and answers for the questions which will be provided prior to the conference. Conferences will last no more than 15 minutes unless requested.
6. **Activities** (10% of grade): Means of interacting with course concepts outside of writing assignments: these include syllabus questions, writing activities, and visits to the Writer Center

## **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](#).

## **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](mailto: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 \(instructure.com\)](https://instructure.com)

## **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](mailto: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](mailto: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 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