

Course Information

Semester & Year: Spring 2022

Course ID & Section #: ENGL-1A-V2673

Instructor's name: Sarah Ben-Zvi

Location: Online

Course units: 4

Instructor Contact Information

Office location or Online: Online via Zoom

Office hours: Online via Zoom by appointment. Email to set up an appointment.

Email address: sarah-ben-zvi@redwoods.edu

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

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 with this class 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 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.

Support for online learners during COVID-19

In response to COVID-19, College of the Redwoods moved the majority of its courses online to protect health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let me know about any specific challenges or technology limitations that might affect your participation in class. I want every student to thrive.

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, printer, and software to create/open/print .docx and .pdf files
- Functioning CR Student Email and Google Account: <https://www.redwoods.edu/students/email>
- Microsoft Office 365 Education: <https://www.redwoods.edu/Services/Office365>
- Student Accounts Tutorials: <https://webapps.redwoods.edu/tutorial/>
- 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 until)
- Canvas Phone App: <https://community.canvaslms.com/docs/DOC-4048>
- Canvas Guides & Videos: <https://www.redwoods.edu/online/NewHome/Canvas-Resources-Home>
- Student Orientation: <https://redwoods.instructure.com/courses/6781>
- Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

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. It 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 accessing *Canvas* to view the current schedule to preview, 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 and graded 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 class and by successfully completing required assignments.

- A few assignments will be evaluated solely by point scores such as quizzes and surveys
- Missing assignments will be marked *incomplete* or a zero in *Canvas* grades.
- Late work will be accepted as long as it is submitted within the week in which it was assigned.

Please see 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!

Presence (15%)

Students will earn credit each week by complying with all Course and College Policies including the following:

- Actively and appropriately engaging in the class through participation on *Canvas*;
- Refraining from disruptive and disrespectful behavior;
- Completing weekly learning reflections and other assignments that indicate a presence on *Canvas*.

Reading/Writing (25%)

Each week 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. There will be three separate genres in this project:

- Annotated Bibliography
- Academic Essay
- Multimodal Text

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 can 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 do such activities contribute to the course grade, but 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 via Zoom, phone, or email. See this link for more information: <https://www.redwoods.edu/asc/Academic-Support-Center-Home/Tutoring-Services>

Communication

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

- Check Canvas announcements and CR email for upcoming assignments, activities, and schedule changes
- Post questions and answers to the Canvas Question Cafe
- Contact instructor through the Canvas email system (replies within 24 hours, often sooner)
- Make a Zoom or phone appointment with the instructor
- Review assignment feedback through Canvas rubrics and comments

Final Exam

There will not be a final exam in this course. The final draft of the Reflection on Learning essay is due this week.

Tentative Course Schedule

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 Reflection
Week 2	Becoming a Novice Scholar: Reading, Journal, and Reflection
Week 3	Literacy Sponsors: Reading, Journal, and Reflection
Week 4	Researching Our (Literate) Selves: Reading, Journal, and Reflection
Week 5	Composing Our (Literate) Selves: Rough Draft, Peer Response, and Reflection
Week 6	Revising Our (Literate) Selves: Revised Draft, Peer Response, and Reflection
Week 7	Introduction to Discourse & Disciplinary Identities: Reading, Journal, and Reflection
Week 8	Primary & Secondary Research: Reading, Journal, and Reflection
Week 9	Lexis & Genres: Reading, Journal, and Reflection
Week 10	Annotating the Discourse: Annotated Bibliography
Week 11	Drafting the Discourse: Rough Draft, Peer Response, and Reflection
Week 12	Revising the Discourse: Revised Draft, Peer Response, and Reflection
Week 13	Presenting the Discourse: Multimodal Text and Reflection
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

Admissions deadlines & enrollment policies

Spring 2022 Dates

- *Classes begin: 1/15/2022*
- • *Last day to add a class: 1/21/2022*
- • *Last day to drop without a W and receive a refund: 1/28/2022*
- • *Census date: 1/31/2022 or 20% into class duration*
- • *Last day to petition to file P/NP option: 2/11/2022*
- • *Last day to petition to graduate or apply for certificate: 3/03/2022*
- • *Last day for student-initiated W (no refund): 4/1/2022*
- • *Last day for faculty initiated W (no refund): 4/1/2022*
- • *Spring Break (no classes): 3/14/2022-3/19/2022*
- • *Final examinations: 5/7/2022-5/13/2022*
- • *Semester ends: 5/13/2022*
- • *Grades available for transcript release: approximately 5/30/2022*

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Students who have experienced extenuating circumstances can complete & submit the ***Excused Withdrawal Petition*** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

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.

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.

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 financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- 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