



Course Information

Semester & Year: Spring 2022

Course ID & Section #: ENGL-1A-V3311

Instructor's name: Marcos Hernandez

[if synchronous] Day/Time of required meetings: asynch

[if in-person] Location: asynch

[if needed] Number of proctored exams: N/A

Course units: 4

Instructor Contact Information

Office location or *Online: Online

Office hours: Wednesdays 2-3pm and by appointment

Phone number: (707) 267-1715

Email address: Marcos-Hernandez@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

None

Note: Syllabus is subject to change due to extenuating circumstances

Syllabus for ENGL-1A-V3311-2022S

Course Information

- Semester & Year: Spring 2022
- Course ID & Section #: ENGL-1A-V3311
- Instructor's name: Marcos Hernandez
- Location: Online via *Canvas*
- Course units: 4

Instructor Contact Information

- Office location: Online via Discord
- ENGL 1A Discord invite link: <https://discord.gg/s7N5fkgp> (Note that you will need to create a Discord account to be able to join our server. Let me know if you would prefer to meet another way. I'm happy to accommodate.)
- Office hours: Wednesdays 2-3pm via the English 1A Discord server. Join the audio/video call by selecting the "Office Hour" video channel in our server. I'm also happy to schedule a one-on-one meeting by appointment.
- Questions about the course? Use the English 1A Discord sever #question-cafe text channel to ask questions, chat with peers, and collaborate on assignments. You may also reach me via the Canvas email inbox (vertical left menu) or CR email (Marcos-Hernandez@redwoods.edu).
- Email address: Marcos-Hernandez@Redwoods.edu and the *Canvas* Email Inbox (preferred contact)

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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 \(Links to an external site.\)](#) (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 there is one correct way to speak and write, 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 our 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 language linked to identity, power, and privilege? 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

You will need to purchase the following textbook for the course. You are welcome to purchase a used copy.

- Adler-Kassner, Linda, and Wardle, Elizabeth, editors. *Naming What We Know: Threshold Concepts of Writing Studies (Classroom Edition)*, University Press of Colorado, 2016.

The other textbook we'll be using in this course is available as an open-access textbook available at the following link: <https://textbooks.lib.wvu.edu/badideas/badideasaboutwriting-book.pdf>

- Ball, Cheryl E., and Loewe, Drew M., editors. *Bad Ideas about Writing*, West Virginia University Libraries Digital Publishing Institute, 2017.

All other required readings for the course will be available as PDFs and located online at our *Canvas* site. I also encourage you to keep a 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 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 think 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 as 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. These activities and workshops will be introduced on Canvas and may be completed asynchronously on *Canvas* during the week in which they are assigned. I will also be hosting **optional** workshops on our Discord server aimed at helping you complete these activities and workshops.

Reflective Journal (20%)

Students will compose a short reflective entry in response to weekly readings located on our *Canvas* site. Reflective journal entries 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 reflective writing.

Essay and Research Units (60%)

Students will complete four 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.

Linguistic Observation and Analysis

You will explore two varieties of English and how those forms of English are valued differently in different contexts. Through observation, analysis, and reflection, you will reach some conclusions about what it means to “speak English” and what forms of English have power—and in what settings. The goals of this unit are to consider how different forms of language and literacy are valued (and by whom), to come to a greater awareness of the forces that have shaped you as a reader and writer, and to consider how to use your literacy practices across different settings, what that means for you, and what it reveals about our culture at large.

Discourse Community Ethnography Report

You will choose a *discourse community* that has made an impact on you or one that interests you and explore its goals and characteristics. Then you will choose a particular point of interest within that discourse community to explore in more detail. The goals of this unit are to understand how language and texts (genres) mediate human activity, to gain tools for examining the discourse and texts used by various communities, and to consider how change and conformity happen in communities of practice.

Analyzing Ethical Choices in a Rhetorical Artifact

You will select a rhetorical artifact (video essay, meme, news article, etc.) and analyze the author’s ethical and rhetorical choices. The goals of this assignment are to understand the concept of the *rhetorical situation* and be able to apply it to reading and writing situations, to understand how writers construct texts persuasively (or not), and to develop your own voice as a writer, researcher, and creator of knowledge.

Reflective Letter / Personal Theory of Writing

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
- Join the ENGL1A-V3311-College Composition Discord server. Use this digital space to chat with peers, ask question about the course, and find community in the world of online learning.
- Contact instructor through the *Canvas* email system (replies within 48 hours, often sooner)
- Attend optional weekly Zoom session 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.

Week 0	Welcome, Introductions, Student Survey, Meet Your Peers
Week 1	Getting Started: Critical Reflection as a Lifelong Practice
Week 2	Not English, but Englishes: Observing Varieties of English in the World
Week 3	Writing, Identity, Ideology / Shitty First Drafts
Week 4	Revising Our Analysis: Reflective Letter, Peer Response
Week 5	Linguistic Observation and Analysis: Revised Draft

Week 6	Communities of Practice/Text as Genre
Week 7	Discourse Community Ethnography: First Draft
Week 8	Revising Your Analysis: Reflective Letter, Peer Response
Week 9	Discourse Community Ethnography, Revised Draft
Week 10	Ethics and the Rhetorical Situation
Week 11	Analyzing the Ethical Choices of a Rhetorical Artifact
Week 12	Analyzing the Ethical Choices of a Rhetorical Artifact
Week 13	Analyzing the Ethical Choices of a Rhetorical Artifact
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

Spring 2022 Dates

- *Classes begin: 01/15/22*
- *Last day to add a class: 01/14/22*
- *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: 01/31/22 or 20% into class duration*
- *Last day to petition to file P/NP 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*

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.