

# Syllabus for English 1A

## *College Composition*

### Course Information

- Semester & Year: Spring 2022
- Course ID & Section #: D3247 (053247)
- Instructor's Name: Ashley Knowlton
- Location: A Yard
- Time: Correspondence Modality
- Course units: 4

### Instructor Contact Information

- Office Location: Del Norte Campus, Main Building
- Office Hours: Support provided as needed via correspondence – a timely response to a Burning Question Form.
- Phone Number: (707) 465 – 2327 [Office Phone]
- Email Address: [ashley-knowlton@redwoods.edu](mailto:ashley-knowlton@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

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

Placement into English 1A is determined according to default AB705 guidelines, or the results of the guided self-placement process. This being said, there are no prerequisites for enrollment.

### 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.

Above is the required content that I need to have in this syllabus. More applicable to us, if you have a disability or believe you might benefit from disability-related services and accommodations, please contact me or Ms. Eagles to see what we can do to support you.

### **Support for Distance Learners During COVID-19**

In response to COVID-19, College of the Redwoods moved the majority of its courses online (or through correspondence for our jail and prison programs) to protect student and staff 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 limitations that might affect your participation in class. I want every student to thrive and be successful in their studies.

You may send me a formal letter or a question/comment on the provided Burning Question Sheets; these are to be mailed to the PBSP Education Office (Attn: CR Scholars). I will respond right away; however, keep in mind that there is a mail delay that needs to be accounted for – please be patient.

### **Required Materials**

1. *Rereading America: Cultural Contexts for Critical Thinking and Writing* (11<sup>th</sup> Edition)  
Author: Colombo, Cullen, and Lisle  
ISBN: 9781319056360
2. *They Say I Say: The Moves the Matter in Academic Writing* (4<sup>th</sup> Edition)  
Author: Gerald Graff and Cathy Birkenstein  
ISBN: 9780393631678
3. Other Provided Materials: Course packets, supplemental readings, relevant forms, loose-leaf paper, individual erasers, pencils or pen-fillers (5000-word requirement for formal writing). Please reach out to Ms. Eagles if you need any of these items.

### **Evaluation & Grading Policy**

#### **Graded Assignments and Point Values**

Assignment	Point Worth
Response 1	20
Response 2	20

Response 3	20
Response 4	20
Response 5	20
Response 6	20
Response 7	20
Response 8	20
Response 9	20
Response 10	20
Practice Essay [500 Words]	100
Essay 1 (Synthesis) [1000 Words]	200
Essay 2 (Argument) [1500 Words]	250
Essay 3 (Research) [2000 Words]	250
<b>Total</b>	<b>1000</b>

For each major assignment, the points will be configured into a percentage and a letter value, shown below. With the rubric and transparent values, this should give you a clear understanding, throughout the semester, of how your work is being assessed.

### Letter Grade Weight Breakdown per CR Faculty Handbook

Letter Grade and Percentage Values	Grade Description
A (100 – 94%)	Defined as “Excellent” – fulfills all requirements and exceeds expectations.
A- (93 – 90%)	Defined as “Excellent” – fulfills all requirements and exceeds expectations.
B+ (89 – 87%)	Defined as “Good” – fulfills all requirements and meets expectations.
B (86 – 84%)	Defined as “Good” – fulfills all requirements and meets expectations.
B- (83 – 80%)	Defined as “Good” – fulfills all requirements and meets expectations.

C+ (79 – 77%)	Defined as “Satisfactory” – fulfills most requirements and meets some expectations.
C (76 – 70%)	Defined as “Satisfactory” – fulfills most requirements and meets some expectations.
D (69 – 60%)	Defined as “Poor” – fulfills some requirements; does not meet expectations.
F (59 – 0%)	Defined as “Failing” – does not fulfill requirements and expectations.

These are the letter grades that will be given on your assignments, as well as your transcript after the course ends.

### Student Feedback Policy

For **MAJOR** writing assignments (essays, for example), I provide feedback using a rubric (a chart that demonstrates various levels of expectations) – this rubric will determine your grade and an endnote will provide my holistic input. Please note that it takes me approximately 2 weeks to grade your work. If it takes me longer than two full weeks to provide feedback on an assignment, you will be notified and provided with a reason for the extended wait.

For **MINOR** writing assignments (responses, for example), I will provide very brief feedback (most times without a rubric) as the nature of these assignments is typically “credit or no-credit” – you either *did* it, did *not* do it, or *kind of* did it.

### Admissions Deadlines & Enrollment Policies

#### Spring 2022 Dates

- *Classes begin: 01/15/22*
- *Martin Luther King Jr’s Birthday (all campuses closed: 01/17/22)*
- *Last day to add a class: 01/21/22*
- *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*

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. Supporting documentation is required. Please contact Ms. Eagles if you would like to request an EW Petition.

### **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](#).

**I realize that you don't have this catalog, nor do you have access to the internet, so here is a section that applies to us, specifically:**

Do not plagiarize. Plagiarism includes, but is not limited to:

1. Using, by paraphrase or direct quotation, of the published or unpublished work of another person without full, clear, and accurate acknowledgment.
2. The unacknowledged use of another writer's ideas without proper citation. Borrowing all or part of another individual's work or using someone else's outline to write your own work.
3. Copying another individual's computer printout and/or computer files and using it as one's own. In our case, copying another individual's paper or document and using it as one's own.
4. Using an agency or Internet website engaged in the selling of term papers or other academic materials.

Please note that if I realize your paper has been plagiarized, I will not grade it – I'll send it back with a letter. However, I will give you the option of re-doing the assignment for a full grade replacement – for example, if two students turn in the same essay, they'll get 0 credit BUT they'll both be able to turn in whole new original papers for a complete grade (rather than half credit or something like that). Not all hope is lost, gentlemen. However, we can save a lot of time and energy by doing our own original writing.

### **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](#).

Since you do not have the ability to access the above online resources, send a request to Ms. Eagles if you would like a physical copy of the CR Student Code of Conduct. In general, I trust that you know what is and is not acceptable behavior, even in a correspondence environment; be mindful and respectful with your language and actions, always.

### **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.

### **Student Support Services**

For academic counseling and advising, transcript requests, and material requests (Ex: Paper), send a formal request Ms. Eagles via a letter or Ask CR Sheet. Mail this to the Education Department (Attn: CR Scholars). You will also have access to Library Services through our “Ask a Librarian” research request form – this will be utilized for our research paper.

### **Class Norms**

In this class (realistically, every class), students must demonstrate mutual respect in their interactions with both peers (other students in the course) and the instructor (me). In our texts, issues may arise that are sometimes difficult and/or controversial. Please note that our readings may discuss or acknowledge violence, sexuality, racial tension and racism, misogyny, gender norms, etc. I am aware that these topics may be difficult to read and write about at times; nonetheless, our topics present an overview of ideas that are typical of a college classroom. As the instructor, my goal for facilitating these discussions is not to intentionally make anyone uncomfortable or to add any existing traumatic experiences – of course not. My goal is to facilitate discussions that develop our critical thinking abilities and develop our abilities to have an appropriate dialog that is necessary in spaces of higher education. This being said, as an academic community, we share a mutual responsibility to create and maintain a supportive environment where students, as well as the instructor, feel able to speak up and respond to the text and course material in a thoughtful and productive way, despite differences in opinions or experiences. This means that each student’s ideas, feelings, and questions are valued; the professor’s ideas, feelings, and questions are valued. This should ground our interactions with the text and one another throughout the semester. Never hesitate to contact me if something is not sitting well or if you need relevant support.