



English 1A Syllabus

Spring 2023

ENGL-1A-E4670 College Composition

HU 106 5:00-7:05 PM Eureka Campus

Course units: 4.0

Instructor Contact Information

Office Location: TBD

Office hours: By Appointment

Email address: Justin-egan@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/co-requisites/ recommended preparation

N/A

Statements Regarding Teaching Style

First, I strongly emphasize student agency and choice. What this means for you is that you will choose the topic and direction for 2 of 3 essay assignments in this course. I have found that when students have a personal stake in their writing, they are more inclined to become invested and interested in the assignments. Some find this challenging, but challenge is nothing to shy away from when you are learning.

Second, this is a discussion-oriented course. “Lectures” take the form of slideshows and facilitated class discussions, small group work games, in-class reading, and other activities. It’s okay to feel hesitant or shy but know that you are surrounded by uncertain classmate who likely feel a lot like you.

Inclusivity in the online space and in person

I expect the same kind of respect for your classmates online as I would in a classroom. This includes respecting the backgrounds and experiences of your classmates across spectrums of identity. I will not tolerate hateful language or bigoted views expressed in Canvas posts or in our classroom.

Evaluation & Grading Policy

A Note: Content for this course will be posted weekly. You can complete these assignments and discussions at your own pace and try to not get too far behind, especially before major assignments such as essay drafts.

1. Canvas Meditations 40% of Your Grade

Every week, I will at least 2 assignments or discussion responses on Canvas. These “Meditations” are generally responses to assigned readings, and class lectures shared with the in-person section of this course. Responses can range anywhere from 1-2 paragraphs to 2+ pages. Async/Distance learning students should expect to be assigned more Canvas assignment in lieu of in-person discussions and lectures.

2. Attendance and Class Participation 10% of Your Grade

While you will not be meeting with me and your classmates for in-person classes, I can still see how often you log into Canvas and interact with the pages and discussions online. I expect your regular participation and engagement with assignments, readings, quizzes, and all other responses will make an impact on your final grade.

3. Written Assignments 50% of your grade

This is above all else, a composition course. Writing is the primary activity and skill to develop and practice in and outside our classroom.

Success in this course requires a great deal of writing and critical thought. Throughout the semester, you will write 3 essays, each of varying topics. Each essay will require a rough draft and final draft submission, with an optional second draft for additional feedback (and points!) All essays will **require clear thesis and integration of outside sources, including readings and other media, as well as reasoning and analytic language. Every essay cycle will emphasize peer review and revision as key aspects of the writing process. This includes online students, who will be assigned a classmate to correspond with through email and Canvas.**

I will accept late work and encourage you to continue to revise your drafts over the course of the semester.

Some Rules to remember for ALL assignments: Use size 12 Times New Roman Font, Double Spaced. Use Grammarly to check for writing errors—but don't depend on a computer to catch everything. I strongly recommend using a works cited generator when needed.

One more thing: I will post sample essays from former students so you can get a better idea of what I'm looking for.

All essays can be submitted via Canvas or shared through Google Docs.

Essay 1: Literacy Narrative (3-5 Pages)

Key ideas: *Reflection, Making (textual & cultural) connections, Intersection of Identity.*

What is your relationship to reading and writing? You can use what you wrote in Meditation 1 (writer's inventory) for inspiration or even directly using some of what you wrote to develop this essay. Beyond that, how do you relate or not relate (by contrasting your own experiences to them) the literacy narratives and readings by Malcom X, bell Hooks, and others? In what ways

do you feel that your identity and community growing up (or since then) have shaped your attitudes towards reading and writing?

This assignment will require that you read at least 3 literacy narratives to compare your own experiences with. If you *don't* relate, write about why that might be the case.

Essay 2: Introduction to Criticism (4-6 Pages)

Key ideas: *Analysis, Discourse, Critical Theory, Genre, Specialized language, Audience, Media*

Think about a piece of media (film, video games, theater, albums, books, etc) that you feel strongly about and/or has influenced the way you think or see the world. Did this media change your ideas about art, politics, or social justice? Or maybe you find this work to be terrible, derivative, or harmful. This assignment works to develop your literacy of criticism and critical thinking applied to subject matter you find interesting. It might be helpful to think of a work that is generally regarded as influential or “important” to find a good volume of criticism about it.

In this assignment, you will examine this media and read criticism (reviews, articles, and academic writing) to get a broader understanding about what others have said and written. For example, if you chose a film like *The Shining*, you will find a great deal of writing and criticism about the film’s formal, artistic qualities, psychological analyses of characters, among many other articles about its contribution to thrillers and horror films as a genre.

Your task is to choose which kind of criticism seems most interesting, challenging, or insightful about this piece of media and to incorporate the writing of others to accentuate your own writing. Additionally, we will be discussing various schools of criticism, which provide thematic structure to your analysis. These may include understanding what a Feminist reading of art might look like, or how Formalism seeks to look at media as a system of formal artistic choices. Attempting to apply critical lenses is encouraged but not required for this assignment.

Essay 3: Special Topics Research 5-7 Pages

Key ideas: *Reflection, making textual and cultural connections, politics, discourse, rhetorical analysis*

For this essay, you will choose a topic of interest you find worthy of research. Because you will have extra time for this essay, I trust that you will spend adequate time researching and narrowing the focus of your topic. Choosing a massive, broad topic such as “American Politics” or “Ukraine” are not only discouraged but prohibited for the scope of this course. Start there if you must narrow your topic of research to topics that can realistically be researched and written about in a reasonable timeframe. You will be using the skills you have worked to develop in the earlier essays, working to integrate your own thoughts and the writing of others to present

compelling, coherent, informative, and even persuasive writing on your topic of choice. Some examples of past work students have written on include the history of Jell-O Salad and 1950s lifestyle magazines, trends of fouling in modern basketball, and changing PH levels in the ocean.

Late submission policy, grading, and extra credit:

I am a very lenient instructor. I have been a student for a long time, and I understand that sometimes, things just don't work out and life gets in the way. I tend to focus more on personal feedback on your writing than grading until it's necessary to submit. If you attend the classes, participate, and put in the effort to fulfill the requirements for each assignment, you can be assured that you are within the A-B Grade range. I will accept proposals for extra credit work. This might take a variety of forms, including short writeups, short presentations, or other multimedia projects.

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, 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.

Admissions deadlines & enrollment policies

Spring 2023 Dates

- *Classes begin: 01/14/23*
- *Martin Luther King's Birthday (all campuses closed): 01/16/23*
- *Last day to add a class: 01/20/23*
- *Last day to drop without a W and receive a refund: 01/27/23*
- *Census date: 01/30/23 or 20% into class duration*
- *Last day to petition to file P/NP option: 02/10/23*

- *Lincoln's Birthday (all campuses closed): 02/17/23*
- *President's Day (all campuses closed): 02/20/23*
- *Last day to petition to graduate or apply for certificate: 03/02/23*
- *Spring Break (no classes): 03/13/23 – 03/18/23*
- *Last day for student-initiated W (no refund): 03/31/23*
- *Last day for faculty-initiated W (no refund): 03/31/23*
- *Final examinations: 05/06/23 – 05/12/23*
- *Commencement: 05/15/23*
- *Semester ends: 05/12/23*
- *Grades available for transcript release: approximately 05/26/23*

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

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 [My CR Portal](#)

For help logging in to Canvas, visit [My CR Portal](#).

For help with Canvas once you're logged in, click on the Help icon on the left menu.

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

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

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.

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

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 [CR Police Department- Public Safety](#) 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.

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](#)
- [Online Tutoring Resources](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)
- [Academic Support Center](#) – offers tutoring and test proctoring for CR students.
- [Student Tech Help](#) – provides students with assistance around a variety of tech problems.

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.

- [CalWORKS](#) – assists student parents with children under the age of 18, who are receiving cash assistance (TANF), to become self-sufficient.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821