

Course Information

Semester & Year: Spring 2023

Course ID & Section #: ENGL 1-A V4656

Instructor's name: Charlie Wormhoudt

Course units: 4

This course is taught 100% online, asynchronously; there are no classroom meetings.

Instructor Contact Information

Online: Please use the Canvas messaging system for all communication.

Office hours: Thursday 11am–12pm via Zoom, or by appointment.*

Email address: charles-wormhoudt@redwoods.edu

Textbooks and Supplies

- All required readings will be available in PDF form on our Canvas site. Additional materials and links to online resources will be provided as well.
- I recommend a good, college-ruled composition book for reading notes and writing activities (or a digital equivalent if you prefer).

Technological Requirements

- A reliable, working computer
- Microsoft Word or another related software used to create, open, download, and print .docx and .pdf files
- Daily internet access
- An active CR Student Email (<https://www.redwoods.edu/students/email>)

Catalog Description

English 1A 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.

Introduction

We will be doing a lot of reading and writing in this class each week. That is by design. Writing well comes from reading good writing and from practice. The assigned readings have been selected for their range of topics and perspectives. Broadly speaking they focus on aspects of American culture and identity that you will all be familiar with but may not have fully considered the significance of.

- **Unit 1:** In the first part of the semester we will start by engaging with texts on the topic of digital technology and society.
- **Unit 2:** Moving on we will look at how popular mediums (TV, movies, music, video games) reflect and inform our cultural identities.
- **Unit 3:** Finally we will examine some of the more foundational aspects of American cultural identities and perspectives and their contradictions.

In general the writing we do in this class will be broken into three different categories:

- **Reading Comprehension Checks:** answers to comprehension questions for each text we read (these are labelled “Reading the Text” at the end of each reading).
- **Reading Responses:** more personal/opinionated responses to a different set of questions that will provide the basis for discussions with peers on Canvas.
- **Formal Essays:** three formal essays that we will write over the course of the semester.

In our class discussions and in our reading comprehension and reading responses we will engage with texts in two ways: (1) on the level of **content**, and (2) on the level of **form**. Content is what a piece of writing is about—the issues, ideas, and perspectives it contains. Form is its structure, its use of language, and its writing techniques. Put another way, content is what it says, and form is how it says it. We will need to study both to be successful in this class.

Reading Comprehension Checks (“Reading the Text”)

These will be fairly straight forward and are meant to require you to (1) read and engage with the text, and (2) process what you read and practice putting it in your own words. There are usually 4–5 comprehension questions after each reading. I may ask you to answer all of them or to focus on one or two in particular, but in either case the amount of writing required will be the same: **five or more complete sentences written in our own words**, plus any quotes from the text if necessary.

Answers to Reading Comprehension questions should be **submitted to canvas by 11:59 pm on Thursday each week**.

Reading Responses / Discussions

Reading Responses and Discussions will require more engagement with the ideas, and sometimes the form of each text. In general, Reading Response questions/prompts will ask you to take a stance on or describe your own personal experience with / perspective on an issue. After posting your own response you will reply to 2–3 other students’ posts.

Responses are **due on Canvas by 11:59 pm on Sunday** each week, and replies to peers are **due by 11:59 pm on Monday**.

Formal Essays

Over the course of the semester we will write three different formal essays. Each essay will have a different focus and different requirements but they will all be between 5–7 pages and formatted in MLA style, 12-point Times New Roman font. Each essay will be composed in stages that are also referred to as The Writing Process, which may include prewriting exercises, drafts, revisions, research assignments, editing and proofreading, and feedback along the way from instructors, peers, and others. We will do a

peer review activity for each essay, where you will be required to submit a rough draft for peer review and to provide helpful feedback for your classmates. I will provide support on how to write and format the papers.

Coursework

Each week, you will be responsible for accessing Canvas to view the current schedule (located in the weekly modules) and planning ahead for a timely completion of the reading and writing assignments. Since this is an asynchronous course, it is imperative that students take a much more active role in their approach to success. This means submitting weekly homework assignments on time and fully participating in weekly class discussions. Keep in mind that time management and organizational skills are absolutely essential in the online learning environment. All homework activities, class discussions, and formal papers build on one another and emphasize cumulative learning. You must stay connected, informed, and on track. When in doubt, communicate with me directly and make sure you submit everything on time.

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 fully participating in class and by successfully completing all required assignments.

Expectations of the Instructor:

I will release the modules on the Friday before the week begins (except for the first week of class). I will access the course Monday through Friday and reply to questions and e-mails no later than 48 hours after you send them.

I tend to take weekends off from accessing e-mail, so if you send me an e-mail Friday afternoon, I probably won't get to it until Monday afternoon. I WILL get back to you, though. Responding to your questions and concerns is very important to me.

I will monitor discussion forums, read and comment on your ideas, and make extensive notes on your essays to help you grow as writers, readers, and thinkers.

Modules:

Each week constitutes a module, and the pattern is fairly regular:

1. Watch the mini lecture and other related videos (links will be provided).
2. Complete the assigned reading.
3. Compose and submit the weekly reading assignment.
4. Enter the discussion forum, create a post, read your classmates' entries, and leave 2–3 responses to entries of your choice.

How to receive full credit for reading comprehension and discussion posts:

- Address the question directly and fully (minimum 5 sentences / 200 words each).
- Be specific! Explain your ideas carefully and thoroughly.
- Stay close to the text: Support your answer with textual evidence by including details, examples, short quotes, or paraphrases (with MLA style in-text page references).
- Acknowledge what some others in the discussion forum have said and describe how your comments connect with or diverge from their ideas.

- Use a polite, formal style that conforms to standard written English rules for grammar, spelling, and mechanics. This means you need to carefully edit your work before submitting it.

Late assignment policy:

Unless you request an extension ahead of time, late assignments will be marked down one point for each day they are late.

Please contact me as soon as possible if you are experiencing difficulty completing coursework, or if extenuating circumstances are affecting your participation. Communication is key.

Revision:

You can revise one essay for a better grade this semester, but only if it was turned in on time.

Evaluation & Grading Policy

Grading Scale: A (100-90%) / B (89-80%) / C (79-70%) / D (69-60%) / F (59-0%)

Reading and Writing assignments (10 points each; 25% of total grade)

You will have to print out the course readings and engage with the texts by annotating, summarizing, and doing your own research. All reading responses and writing assignments will be submitted on Canvas.

Discussion (10 points each; 20% of total grade)

Each week, you will participate in a virtual discussion that will address the week's reading assignment.

Formal Essays (100 points each; 15%+20%=20%=55% of total grade)

Over the course of the semester, you will complete three formal academic essays.

NOTE: You must submit all three formal essays in order to pass the course.

Reading and Writing assignments:

Each week students will read selected texts located on our Canvas site. You will have to print out the readings and actively engage with the text by annotating. Comprehension checks and discussion forum posts will be submitted on Canvas.

Presence:

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 assignments that indicate a presence on Canvas.

Assignment Feedback:

Feedback will be available to students through various Canvas features including rubrics, comment bubbles, grading comments, and audio/video recordings. For additional verbal feedback in a one-on-one conference, you are encouraged to make a Zoom appointment with me.

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.

*In addition to teaching at CR I am also a writing tutor in the [Academic Support Center](#). There are other faculty writing tutors there as well. If you need help with your writing assignments, I encourage you to make use of this free resource, either in person or via Zoom. Drop-ins are welcome but making an appointment will ensure that a tutor will be available to assist you. Call 707-476-4154 or email asc-staff@redwoods.edu to make an appointment.

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](#).

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 to address any issues or questions related to cheating or unintentional plagiarism.

Chat GPT, etc.:

I do not recommend having AI software do your writing for you. Not only would you be cheating yourself of a valuable skill (knowing how to write well), but I can easily tell AI writing from student writing (AI-writing checking software is also available), and your use of such tools would count as plagiarism.

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.

Offensive and/or Controversial Ideas

Sharing a classroom, whether in person or online, means encountering other students with beliefs and perspectives different from your own. Some of the perspectives and beliefs may be upsetting or offensive to you. As your instructor I will strive to ensure that we all treat each other with respect. However, I will also strive to create and maintain an environment in which students feel free to try out ideas and speak them freely. Discussion and debate are essential to a free and democratic society and to a quality education. Moreover, engaging with controversial ideas is the very heart and purpose of academic writing. If the ideas weren't controversial, there would be nothing to say about them. My hope is that we can all practice forbearance with one another and view each other as fellow travelers on the path of education—a path that requires us all to examine our assumptions and beliefs.

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 or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

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](#) (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.

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

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.

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 Jolene Gates 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