



## Syllabus for English 1A

### **Course Information**

Semester & Year: Summer 2022

Course ID & Section #: V4003

Instructor's name: Robyn Roberson

Course units: 4

### **Instructor Contact Information**

Office hours: Zoom by appointment

Email address: robyn-roberson@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.

### **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.

## Welcome to English 1A!

In this course, we will focus on analyzing issues and claims regarding food and environmental sustainability (based on our culture, our personal life, and the world-at-large) presented in visual, oral, and written arguments. After analysis, you will write analytical and argumentative essays based on those issues.

Our area of the world in northern California has been in a severe drought situation for the past several years. Below is NOAA's "National Weather Service Drought Information Statement":

Climate records indicate that this has been the driest January, February, and March on record for much of northern California. Fortunately, the recent rainfall prevented this from being the driest January through April on record. That said, northwest California continues to remain below normal rainfall for the water year so far. Generally speaking, northwest California is 50 to 70% of average precipitation for the water year. [May 20, 2022].

Due to these low water flows, several towns in several counties have already set up water restrictions; blue-green algae has impacted local rivers earlier than normal; fire dangers are greater than ever due to these dry conditions.

Who is responsible? What is responsible? Climate change? Climate geo-engineering? A normal pattern that our earth is going through? No matter the answer, having enough water is the biggest issue, not only for California, but elsewhere in the world. So what can be done to preserve our water? What new technologies are available to help us get more water or recycle what we have?

This is just one issue that our community and world are facing. Many more critical issues are facing us, as well, which we will discuss in this course.

But do not be discouraged. You will have the opportunity to research solutions and argue what should be done. Solutions are abundant and the time to implement them is NOW.

I encourage you to come to this class with an open mind full of inquiry and ideas.



## Required Texts/Materials

Online Access to this Course: Online courses bring the classroom to you, wherever you have reliable internet service. However, it only works if **you bring yourself to the online classroom** with frequency, flexibility, and initiative. This means you should check in daily for announcements and supplemental materials.

***So What: The Writer's Argument, 3<sup>rd</sup> edition.* Schick and Schubert. ISBN 978-0-19-753718-3**

### Microsoft Office Programs

MS Office is a free download for students. You will need it for class every week. **Google docs** is not an adequate substitute for MS word in a class that requires the amount of formatting, file sharing, and editing we will do. This is why the download is free. There is a download for MAC users as well as PC users. **Go to this site to get free Office 365:**  
**<https://www.microsoft.com/en-us/education/products/office>**

## Course Objectives: tasks a student will do to show mastery of the learning outcomes

1. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support.
3. Develop varied and flexible strategies for generating, drafting, and revising essays.
4. Analyze stylistic choices in their own writing and the writing of others.
5. Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
7. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
8. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

## 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.

## Evaluation & Grading Policy

|                                  |     |
|----------------------------------|-----|
| <b>Discussions &amp; Quizzes</b> | 20% |
| <b>Activities</b>                | 25% |
| <b>Essays</b>                    | 55% |

## Weekly Assignments: Quizzes, Discussion forum posts, other activities

|                         |                               |
|-------------------------|-------------------------------|
| 5 minutes-24 hours late | 10% reduction in points       |
| 25-48 hours late        | 20% reduction in points       |
| More than 48 hours late | No longer eligible for points |

## Essays

|                         |                               |
|-------------------------|-------------------------------|
| 5 minutes-24 hours late | 15% reduction in points       |
| 25-48 hours late        | 30% reduction in points       |
| More than 48 hours late | No longer eligible for points |

## Course Grading

|        |    |        |   |        |    |         |    |           |   |
|--------|----|--------|---|--------|----|---------|----|-----------|---|
| 100%   | A+ | 99-93% | A | 92-90% | A- | 79-77%  | C+ | 76-70%    | C |
| 89-87% | B+ | 86-83% | B | 82-80% | B- | 69%-60% | D  | 59%-below | E |

**Extra Credit** As per CR English Department policy, there is NO extra credit available in this course. Course grades are earned by completing required assignments.

## Regular Effective Contact and Substantive Interaction

This course will create regular, effective contact through discussion forums, instructor-created lecture videos, weekly announcements, and weekly activities within the modules.

## Student feedback policy

Expectations in terms of email, grading, and feedback:

Not all feedback is the same—some takes longer than others. Here's a helpful guide for you to rely on.

## Canvas Email

I will respond within 24 hours to emails Monday through Friday.

I will respond within 48 hours on weekends.

Emails sent after 8pm will be answered the next day at the earliest.

## Writing Activities & Discussions

These are graded within 5 days of the closing date of the module.

## Essays

These are graded within 15 days of the due date.

## Expect Grading to be Fair, Consistent, and Clear

Grading rubrics for essays and grading criteria/feedback are used for all assignments. You should always know why you earned the grade you did, what to strengthen, and what to keep doing. Feedback on strengths is just as important as feedback on areas to improve.

## Expectations You Meet as a Student

**I expect class participation (online) that demonstrates Professionalism, Preparedness, and Engagement:**

Demonstrate your **professionalism**

- Submit on time or in advance to class discussions so you're on point with the module's goals.
- Respect the voices of others and be gracious online and in email communication.
- Use professional, collegial language.
- Take initiative for your own learning and pride in your efforts.
- Troubleshoot; seek multiple avenues to answer your questions; and recognize that ultimately, you teach yourself and make yourself learn.

Demonstrate your **preparedness**

- Have online milestones and writing assignments completed by the due date.
- Commit to and engage with the readings.

Demonstrate your level of **engagement**

- Engage thoughtfully and read closely all communication from the professor and your class colleagues.
- Focus your energy and attention to the learning objectives when interacting online.
- Thoughtfully contribute to class in ways that advance the learning for the group.

## Course Respect Policy and Netiquette

If a student's actions or words do not meet expectations of professionalism, preparedness, or engagement, typically, I will first open a dialogue with the student to bring attention to the concern.

If a student's words or actions have demonstrated disrespectful behavior or intolerance to another student or students, I will stop the situation from continuing. This may mean I delete discussion posts or delete class colleague feedback online.

*Most students do not intend to be disrespectful or intolerant the first time they say or do something in a class.* It is simply a breakdown of intent and audience awareness, or perhaps a lack of awareness for the best way to say something. Because of this, first time situations are regarded as well intended but poorly executed, and the student will have another chance to post and/or offer thoughts in response.

If a student continues to demonstrate disrespectful or intolerant behavior towards other students or toward the professor, I will immediately involve the Dean of Arts and Humanities, refer to the Code of Conduct, and address the situation in a manner befitting the action and its severity.

Classes that teach and study argument always have the potential to be inflammatory, but they also have the potential to be great places to learn to hear and work in collaboration with ideas that differ from one's own.

Learning to be respectful and tolerant is a key life skill, and we practice it every day of the semester.

### **I expect you to submit original work. I expect you to give credit to all sources used by you.**

Plagiarism is the use of someone else's words or ideas in your writing without giving credit. When you use someone's words or ideas, you must cite your source. This includes paraphrasing and summarizing from a text. Working with another student and submitting similar work is also plagiarism. Do your own work unless a group project is the stated goal. I use **Turnitin** to verify your work is your own and I follow the academic misconduct code for the College if cheating/plagiarism occurs.

### **Actively engaging in class--Census Week**

Be aware that you must be actively working through the modules during the first two weeks of class. If you are not posting, submitting assignments, and contributing to discussions, your name will be removed from the class roster during Census Week. **Census is June 10th.**

### **Faculty-initiated drop: Missing Numerous Assignments by week 3 or week 5**

I assess overall class participation in week 2 and week 4. If you have missed the majority (55% or more) of the assignments by week 2 or week 4, I will notify you that I intend to drop you from the class. At this point, please contact me so that we can discuss options for you. If I have not received a message from you within 48 hours of my notification, I will drop you from the course.

### **Student-initiated withdrawal: you may withdraw up until 7/1/2022**

The last date to remove yourself from the course and not receive a letter grade is 7/1/2022.

Students may withdraw from a course after census and up to this date and receive a W (withdraw) from the class. If you are considering withdrawing from the class, please contact me. Let's discuss options for you to be successful in your next steps.

## Admissions deadlines & enrollment policies

### Summer 2022 Dates

- *Classes begin: 5/31/22*
- *Last day to add a class: 5/31-6/9/22 with instructor approval*
- *Last day to drop without a W and receive a refund: 06/09/22*
- *Census date (or 20% into class duration): 06/10/22*
- *Last Day to file P/NP (only courses where this is an option) 06/17/22*
- *Last day to petition to graduate or apply for certificate: 06/30/22*
- *Last day for student-initiated W (no refund): 07/01/22*
- *Last day for faculty-initiated W (no refund): 07/01/22*
- *Independence Day (no classes): 07/04/22*
- *Final examinations: 07/18 – 07/21/22*
- *Semester ends: 07/21/22*
- *Grades available for transcript release: approximately 08/01/22*

## 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

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](mailto:its@redwoods.edu) or call 707-476-4160

AND email [tech-helpline@Redwoods.edu](mailto:tech-helpline@Redwoods.edu) or call 707-476-4288

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>

## 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](mailto: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

### Tentative Calendar and Major Assignment Due Dates.

#### Modules open on Saturday

All weekly module (milestone) assignment due dates are listed in Canvas.

All milestone assignments appear on the Canvas calendar once the module is open, if not sooner.

The calendar below lists the major assignment due dates for Essays only.

**The professor reserves the right** to make adjustments to the syllabus and course calendar as necessary. Students will be notified of any changes in an announcement in Canvas.

| Open Date | Module | Essay Assignment Due Dates  |
|-----------|--------|---|
| 5/28      | 0      | Make sure to complete this orientation module fully. Course textbook information can be found here.   |
| 5/31      | 1      | Again, be sure to complete this module fully since it is also part of determining attendance in the class.  |
| 6/4       | 2      | Unit 1: Rhetorical Analysis<br><br>Essay 1 draft <b>due Sat. 6/11, 11:59pm</b> for peer review feedback<br><br>Peer review feedback <b>due Sat. 6/11, 11:59pm</b> |
| 6/11      | 3      |   |

|      |   |   |
|------|---|---|
|      |   | <b>Essay 1 + reflection letter due Tues. 6/14, 11:59pm</b>  |
| 6/18 | 4 | Unit 2: Argument<br>Essay 2 draft <b>due Sun. June 26, 11:59pm</b> for peer review feedback                                       |
| 6/25 | 5 | Peer review feedback <b>due Tues. June 28, 11:59pm</b>  |
| 7/2  | 6 | <b>Essay 2 + reflection letter due Tues., July 5 11:59pm</b><br>Unit 3: Evaluation  |
| 7/9  | 7 | Essay 3 draft <b>due Sat. July 16, 11:59pm</b> for peer review feedback<br>Peer review feedback <b>due Sun., July 17, 11:59pm</b> |
| 7/16 | 8 | <b>Essay 3 final due Mon., July 18, 11:59pm</b><br>Essay 1 and 2 revision due Thursday, 7/21, 11:59pm                             |