CR COLLEGE OF THE REDWOODS

Syllabus for English 1A: *College Composition*

I was of three minds,
Like a tree
In which there are three blackbirds.

–Wallace Stevens, "Thirteen Ways of Looking at a Blackbird"

Course Information
Semester & Year: Spring 2024
Course ID & Section #: D6262
Instructor's name: Karyn-Lynn Fisette
Day/Time of required meetings: T/TH 12:30-2:35 p.m.
Location: Room 34
Course units: 4

Instructor Contact Information
Office location: Del Norte Campus, E7
Office hours: By appt., in person or online
Email: karyn-lynn-fisette@redwoods.edu

Important Dates
Last Day to Add a Class - 1/19
Last Day to Drop without a "W" - 1/26
Census Date - 1/29
Lincoln's B-Day - 2/16 (Campus Closed)
President's Day - 2/19 (Campus Closed)
Last Day to Petition to Graduate - 3/7
Spring Break - 3/11 – 3/16 (no classes)
Del Norte Center Open House - 3/28
Last Day for Student Initiated Withdrawal - 3/29
Last Day for Faculty Initiated Withdrawal - 3/29
Cesar Chavez Day - 4/1 (Campus Closed)
Final Exams - 5/4 – 5/10
Semester Ends - 5/10
Del Norte Center Commencement Ceremony - 5/10

Required Materials*
- *They Say, I Say (With Readings)*, by Gerald Graff, Cathy Birkenstein, and Russel Durst; fifth edition (5e); Norton; ISBN: 978-0393538731 (available in the bookstore and online; e-book acceptable); you may not use any other edition of this book.
- Frequent access to Canvas and your College of the Redwoods email

Please come to every class with your text, something to write with, and something to write on.

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.

A Personal Note and a Request From Your Instructor
(Or, a Meandering Statement of Philosophy for ENG 1A)
A warm welcome to you, dear Scholars! Thank you for being here! I suspect lots of you believe you *must* be here; ENG 1A is "required" for many of our students, and you might perceive it as yet another obstacle on your academic journey. As a former college student, I sure *get it* if you feel this way. (At first, I wasn't thrilled about the math classes I was "required" to complete as an undergrad either, until I learned to see the material in ways that were applicable to my own interests—such as when Sister Mary Margaret, my nun-professor, who understood my love of art, demonstrated the relationship between the Pythagorean Theorem and a sculpture in our campus gallery. She was a good nun). As your instructor, I expect a bit of grumbling, especially about writing. First, that's Karma doing its thing. Second, it's what all writers do. We grumble because writing is hard and it takes a lot of

practice and a lot of time. It can also feel scary to commit to paper the thoughts that bang around in our brains, and to put these out there for others to read and respond to. Even the most esteemed scribes will tell you so. But, as a human—and fellow traveler—I'd like to make a humble request: Let's do our best to reframe our thinking about what writing is, and what it can be, so that we might **find joy in the process and in the limitless power of all kinds of rhetorical expression**. I may never be able to offer you what Sister Mary Margaret offered me (an epiphany!), but over the next 16 weeks, I hope that you will remain open to the possibility that your work in this course may very well intersect with what's most important to you. I hope you will feel comfortable sharing your passions and your prose, so that we can find those intersections together.

Will you write essays? Yes. Will they be thesis-driven? Yes. If there's one thing pretty much every essay in every modality has in common, it is the thesis, the main point, the central idea—the glue. But here's the fun part: We have a few months to practice skills that will help you blast away any preconceived notions you have about almost all other aspects of the essay, and to break out of the predictable (and, let's be honest, sometimes *boring*) structures you may be used to, like those used in the typical 5-paragraph essay. This is not to say you won't rely to some extent on what you've learned in the past, but that you now have an opportunity to go beyond the fundamentals, reflect upon how and why what you've learned may or may not serve you or your audience, and apply some new ideas and approaches to our craft.

To that end, ENG 1A is a **process-oriented, not a product-oriented class**. Why so? You'll likely end up with a more engaging and polished product if you dedicate some time to each step in the process—same as you would in building a cabinet, or painting a portrait, or developing a business plan. Be patient with yourself, and allow yourself to experiment and mess up along the way. Shake off the notion that anything need be perfect; no piece of writing is ever finished. It can always be tinkered with.

Our big-picture purpose is straightforward: It's to help you become a better communicator. To achieve that, I'll ask you to **flex your curiosity, creativity, and especially your sense of wonder**. Aim to **compose from a place of inquiry**, and you might even enjoy the process, *and* create products that you can feel confident about.

> ***Our Collective Educational Commitment:*** *Please remember that college is a commitment, first and foremost, to intellectual curiosity and creative inquiry. This requires perseverance and dedication, but above all, you must have the will to wonder, to challenge and to be challenged. To remain ever-mindful in this regard is a tall order, but the benefits will stretch far beyond the work we do in this course.*

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 ENG 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.

Evaluation & Grading Policy
Graded Assignments and Point Values
Each major assignment in this course will be graded according to how well it reflects the specific 1) purpose, 2) skills and knowledge, and 3) outcomes, which will be provided for you. Points will be configured into a percentage and a corresponding letter value, shown below for all graded work. Please read our assignment sheets and rubrics carefully, and if at any point you have questions about course assessment or your progress, please ask.

➢ **Process Work (20%):** This is the prep work you will do for each of our formal essays, including various reading strategies (such as Think Aloud/ Talk-to-the Text, annotation, summary practice, etc.), source evaluation and analysis, brainstorming, outlining, paragraphing, style exercises, peer review/ workshopping, and more. Much of this work will begin in class, and will carry over to Canvas as necessary.

➢ **Reflections (20%):** You will be asked to reflect on your thinking and learning habits, and/or on your process in nearly every class, and I will periodically collect these reflections. Some may be only a few sentences long; others may be 1-2 pages. Your first reflection will be a Literacy Narrative, which will offer you an opportunity to share what and who shaped your attitudes about reading and writing. It is also good practice for our formal essays.

➢ **Rhetorical Analysis Essay (15%):** In this essay, you will analyze a text according to its effectiveness. You will have several texts to choose from, and will apply what you learn about the use (or abuse) of various rhetorical devices in approx. 2-3 pages.

➢ **Synthesis Essay (20%):** The synthesis builds on the rhetorical analysis; here you will not only analyze others' arguments—you will compare and make connections between these, and enter the conversation in a more robust way in approx. 3-4 pages.

➢ **Multi-Modal Research Project:** Prior to completing the AB (see below), you will choose a topic of interest (one you are *curious* about—as opposed to one you already feel strongly about), narrow that topic through various methods of inquiry, and develop a focused research question that can be answered in 5-7 pages, using 3-4 credible sources. Your answer to that question and your subsequent claims will be the driving force in this project; the research you do will help buttress these claims, but this project is an opportunity for you to not only enter, but guide academic discourse.

  ➢ **Annotated Bibliography (10%):** The "AB" combines much of what you have learned up to this point in the semester, and adds yet another layer; for this assignment, you will gather, evaluate, summarize and analyze two popular and two scholarly sources that each addresses a single, focused topic of your own choosing, and attempts to answer your research question in a unique way. This is an important step in the process of completing your research project.

  ➢ **Critical Roundtable (15%):** The "CR" is the culmination of all your hard work—and a chance for you to share that work with the class, and **demonstrate competence in all of our course outcomes**. Please review these often! Once you've completed your research project, you and a panel of your colleagues will be asked to make connections between your individual inquiries, choose a common theme, and refine and present your research to the class in a mock academic conference. There is a short written component to the CR, but this is otherwise an assignment that allows for lots of creativity in terms of how you present it. (Fear not: You will be graded *individually*, not as a group).

➢ **A Note About Revision:** Revision of each formal essay is mandatory, and your final revisions will count for two-thirds (or 66%) of each total essay grade; you may revise more than once, and at any point in the semester. Revision is where the learning happens—the process by which you confront all of the choices

you consciously or subconsciously made in crafting your original draft(s). As such, revision takes time, and an eagle-eye for both the bigger-picture, and the details. It also requires that you open yourself up to feedback from others, including fellow students. The conversations we have concerning your essays will focus on observations, impact, overall effectiveness, and questions—not judgments akin to "like" and "dislike." The point is not to deem work good or bad, but to analyze how successfully that work accomplishes its objectives. As well, feedback allows you and your peers to receive a fresh perspective on your writing, and to help each other problem-solve. The bright side: I will collect a portfolio of final revisions from each of you **at the end of the term**, so you will have an opportunity to take some time away from toiling over your work, and can return to it with fresh eyes, and greater proficiency. IMPORTANT: If you neglect to revise an essay, you will not receive a passing grade for that essay.

Instructor Feedback: I will be reading everything that you turn in and making short comments where appropriate. I will only provide comprehensive (local and global) feedback on your formal essays. This is to help avoid your biasing or prioritizing my feedback over that of your peers and other readers, and also to keep you from caving under the weight of subjectivity. However, if at any point you desire more detailed comments from me, or some clarification, please make an appointment to meet during office hours or on Zoom.

Submitting Your Work

Please be prepared to submit all formal work **in Canvas and on paper**. We will conduct several peer review exercises and workshops in class, and these must be done on paper. You will occasionally be asked to bring in more than one copy of an assignment. Plan ahead for this.

Letter Grade Weight Breakdown per CR Faculty Handbook (These are the letter grades
that will be given on your assignments, as well as on your transcript after the course ends; each assignment will include an additional grading rubric that will outline the requirements and expectations).

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.

Course Policies

Participation: This class is normally a mix of informal lectures, small group work, individual brainstorming, researching and writing, and class discussion—meaning that you'd all be contributing, in many ways, and often.

Different Types of Participation: I respect and understand that some of us feel more comfortable sharing, while others might hold back. I encourage everyone along that spectrum to step outside of their comfort zone and strike a balance. If you typically don't talk a lot in class, try to reach out a bit more often, even if it's difficult. On the other hand, if you typically dominate, make an effort to allow and encourage others to share their thoughts. Carefully and attentively read your peers' work when they're willing to share; think before firing off your responses.

Mutual Respect: On that note, mutual respect of others is the standard by which we will conduct ourselves in this class. We will honor one another as individuals and will value each person's right to express their own opinions and beliefs, while at the same time respecting the productive potential of the whole group. If we disagree, we will not argue or judge. Instead, we will ask questions of ourselves first, and then of others, so that we might better understand the stakes. It is my goal to encourage an environment where we feel comfortable—but challenged—and motivated to listen with as much enthusiasm as we talk (or in this case, write).

As a member of this community, you agree to adhere to these norms, and any other we agree to as a class:

- Stay present and awake;
- be an active participant;
- listen carefully when others are speaking;
- respond to others' contributions;
- think about new, and challenging ideas;
- recognize that there are no easy solutions to complex problems;
- consider the personal meaning of subjects discussed-- and the diversity of attitudes, ideas, and experiences in the room;
- support a democratic classroom process;
- observe confidentiality;
- ask questions, if confused, and at appropriate times;
- plan ahead;
- show up prepared with your texts, something to write with, and something to write on, as well as with any assignments due the day of class in hand.

Attendance: Your attendance is essential to your success in this class. You and your classmates will rely on each other to assist you through the process of grappling with and coming to a fuller understanding of our readings, the contexts in which they were written, and ways of responding. If you neglect to show up, (including logging into and contributing to our Canvas shell), you let down your peers, and yourself. Aside from missing out on key concepts, assignments, and access to other resources, you will also miss in-class discussions as they take place. Certain in-class assignments simply cannot be made up, and you might miss something important (e.g. how to avoid plagiarism, which could result in your failure of the course). Further, if you aren't consistently engaged, you will end up doing *more* work trying to get back on track. Ultimately, I ask that you observe the courtesy of giving your teacher, your peers and yourself some dedicated time to focus on higher learning. If you must miss class, please let me know as much in advance as possible so we can craft a plan for you to catch up when you return.

Time Commitment: Much of your work will be done outside of class, independently. Plan to spend *at least* 2 hours in outside prep time for every credit hour, per week on this course. Working solo requires a great deal of *self-motivation and planning*. It also demands you understand the difference between "doing homework" and "studying." Not only will you read and research on your own, you will also devote a considerable amount of attention to annotation, organizing and revising your thoughts, and then, your writing. Like most college writing courses, this one involves a great deal of dedication and a high level of effort. I advise you to pace yourself, and invest the time necessary week-by-week, and to be relentless in maintaining good academic habits throughout the term. If you are not prepared to do this now, I gently suggest you take this class when you are able to make that commitment.

Contacting and Meeting the Instructor: When you email me, please do so through your College of the Redwoods student account or Canvas; do not use a personal email address—yours or mine! Allow up to 48 hours for a response, and do not expect that I or your other instructors are awake at 2 a.m.—even though in all likelihood we are. One more thing: Be sure to include an appropriate subject line, for ex., "Synthesis Essay Question," or "Formatting Guidelines," etc. Emails that start off "EMERGENCY!!!!!" will be forwarded to 911. I am not equipped to deal with emergencies; I'm just a lowly, easily panic-stricken teacher. Your subject line should tell me exactly what the email is about, so I know how to prioritize it. Please practice professional standards here, by including an appropriate greeting, making your needs clear, and signing your name.

> *Office Hours:* I am happy to arrange a time to meet in person or online for anyone who would like to do that. I just beg that you be mindful of the limitations of my calendar (and the number of students I need to accommodate). Plan ahead as much as possible, perhaps even before you have too many questions. That way, we may be able to stave off any confusion or sense of overwhelm as the semester progresses.

Late Work: I will not accept late work without penalty except in the most rare, extreme, and thoroughly documented cases. Otherwise, expect any late work submitted to be docked 10 percent, or a full letter grade, per *calendar day*. I will not accept any assignment that is turned in more than 5 days late; (assignments in Canvas will close after those 5 days, and you will NOT be able to submit). I will not accept multiple late assignments at once; nor will I accept late work after Week 13, or any work at all once the semester has concluded. Final revisions are due during finals week, no exceptions. Always plan ahead.

Extra Credit: I do not offer extra credit to students who neglect to complete the work that earns "regular credit." However, for up to 5%, or a half letter grade (offered at the end of the semester), you may complete a *Learner's Passport* wherein you will partake in a series of tasks (er, travel to destinations) that enhance your academic journey. These tasks primarily involve familiarizing yourself with and using campus resources and student supports (e.g., coming to office hours, meeting with a tutor, an academic adviser or counselor; participating in a study group; applying for a scholarship; tapping into our library databases and/or the expertise of faculty to more fully understand the materials you encounter in this course, etc.). Each Passport will be tailored to a student's individual needs, and a brief reflection of the experience will be due along with your revisions at the end of the semester. *Anyone interested in earning stamps should arrange to meet with me prior to or during Week Three.* This is a semester-long adventure—not a weekend getaway.

Technical Problems: Please keep in mind that a technical problem with your own software, hardware, or Internet connection is not a genuine emergency or excuse—nor is it a problem I can solve. For this reason, I suggest you always back-up your work in another location other than your home computer and, at the same time, know what other computer you can use in the case your system is down. If your technical problems have to do with Canvas or other platforms or software you use for your classes, please contact the IT department immediately. I can help you with your grammar, punctuation, and style—but sadly, not with much of the tech stuff.

Academic Dishonesty (er, Integrity): In an 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.

From Your Instructor: Much of your college education will involve making use of work done by other scholars. Your own work will benefit from and build on other people's research, articles, books, films, art, theories, and ideas, especially in this course. By following the laws and etiquette that govern academic work, you may borrow what others have written, which allows you to further develop and support your thoughts.

The rules of citation, and the laws of copyright, require you to give credit and acknowledge this borrowing *anytime* you make use of any *facts, ideas* or *language* (including short phrases, and also including AI-generated language) that did not originate with you. Ideas or language not credited to a source and documented with attention to detail are assumed to be yours. Allowing your reader to make this assumption when it's not true means you are committing plagiarism.

It is possible to plagiarize simply by failing to either cite your sources accurately or use quotation marks appropriately, but carelessness is not an acceptable reason for failing to name (or cite) your sources properly. We will spend time practicing citation skills, but when in doubt about plagiarism, please ask *before* submitting work that potentially violates this policy and puts your grade at risk.

MLA Guidelines: Please format your essays following current MLA guidelines. Refer to the Purdue OWL, and to the rules below.

- Essays must be typed and double-spaced.
- You must use standard 12-point font (Times New Roman) and 1-inch margins on all sides of the page.
- The left margin must be justified and the right unjustified.
- You do not need a title page. Type your name, my name, the class, and the date in the upper left corner of the first page of the essay. Note the MLA date format.
- Do not add extra line spaces between paragraphs.
- Number each page and include your last name before the page number.
- All essays using outside sources should have a correctly written works cited page; all entries must conform to the current MLA format.

Check Your Work: The strategies below will help you to complete your class assignments ethically and honestly. This list is not complete, but provides some of the most common expectations in college and beyond.

1. Ask Your Professor: If you are unsure what help or resources are allowed, ask your professor to clarify their expectations and instructions.
2. Cite Your Sources: When you use outside sources to support or expand your work, you must (1) say where the source material came from, (2) enclose in quotation marks any language taken from the source, and (3) cite the work in your assignment and on a separate reference page. Make sure the use of outside sources is allowed by your professor.
3. Turn in Original Work: Self-plagiarism is submitting the same work for credit in two different classes without professor permission. To avoid self-plagiarism, (1) only turn in work that you do for that class and (2) ask for permission before using work done in a different class.
4. Do Your Own Work: Cheating is getting or giving help on assignments that isn't allowed by your professor; this includes using AI to complete any work in this course. It also includes sharing classwork with other students, past or present, and buying or using work that isn't your own.
5. Don't Fake Your Work: Making up or falsifying your research, evidence, sources, or citations, or giving false information when completing a class assignment is a form of academic dishonesty. Don't do it.

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.

(N)Etiquette: Rule Number One: A little bit of kindness and some foresight goes a long way. We will use Canvas regularly in this class, as a repository for and record of our discussions and our labors. Please remember that Canvas is an extension of the academic environment—not Snap, not Instagram, not TikTok, not Twitter, not Facebook, not Reddit, or any of the other places where you might decide to opine online. When using Canvas, please remember your peers and your professor are real people; before posting anything to our discussions, and before contacting your classmates, or me, do this: *Imagine that you are saying to that person's face whatever it is you are about to send or submit.* Even one instance of disruptive, rude, or otherwise offensive language can cause harm to another and to our small community, and is grounds for disciplinary action. Please do not risk that. Rather, observe and practice high standards for online etiquette. Type once; edit thrice. To ensure that you yourself are not misinterpreted or misinterpreting, please heed the following:

- Always address your posts/ emails to someone! "Dear, Timmy" or "Hi, All" are two options. Double check the spelling of others' names while you're at it.
- Always sign your posts with at least your first name, or your initials; I use KL to save you and myself the trouble of having to type out my full first name, which is long, oddly spelled, and includes punctuation.
- Don't overuse, but don't be too afraid to use an emoji to lighten the mood a bit; just make sure you're not using these in place of words. We are working on improving our language skills, after all.
- Please avoid ALL CAPS as they tend to come off as RUDE. DO YOU SEE WHAT I'M SAYING??!
- Please avoid snarky, harsh, or downright offensive language, punctuation, and emoji(s).
- Please keep in mind that when you email or message your instructors or your peers—no matter the course—that you should offer the same respect electronically that you would offer face-to-face. Keep it classy!

Solidarity Statement: The power of student voices is crucial in inspiring positive social change, and I stand in solidarity with you when you use yours. So: please don't hesitate to share your ideas (comments, concerns, questions, etc.) about how to help create a supportive and compassionate classroom and campus environment. I dedicate myself—and hope you will dedicate yourselves—to upholding and modeling an open, safe, and united learning community in which all members thrive. If at any time you feel we can do better to achieve this goal in our classroom, or at CR, please speak out.

Inclusive Language in the Classroom (From the College): 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.

Name and Pronoun Preferences: Please let me know if you have a preferred first name, nickname, or D.J. name that you would like to be called by that does not appear on my official roster. Likewise, please let me know if you have preferred pronouns that you would like us to use when referring to you.

Campus-wide Information
Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact Disability Services and Programs for Students (DSPS). If you are unsure whether you qualify, please contact DSPS for a consultation: dsps@redwoods.edu.

- Del Norte: 707-465-2324, Main Building, near the library

Student Support
Good information and clear communication about your needs will help you be successful. Please let me (or your other instructors) 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, and so do I!

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

The 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

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.

Canvas Links and Information

- 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)

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.

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

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.](#)