

Syllabus for [ENGL-1A-E3074] – Eureka Campus

Semester & Year	Fall 2017	
Course ID and Section #	ENGL-1A-E3074	
Instructor's Name	Erin Sullivan	
Day/Time	Wednesdays 3:15-5:20 pm	
Location	HU 215	
Number of Credits/Units	4	
Contact Information	<i>Office location</i>	none
	<i>Office hours</i>	Wednesdays 2:00-3:00 pm
	<i>Phone number</i>	none
	<i>Email address</i>	erin-sullivan@redwoods.edu
Textbook Information	<i>Title & Edition</i>	<i>Naming What We Know, Classroom Edition</i>
	<i>Author</i>	Elizabeth Wardle and Linda Adler-Kassner
	<i>ISBN</i>	978-1-60732-577-2
Course Description		
<p>English 1A is a transfer-level course in critical reading and reasoned writing. Students analyze issues and claims presented in visual, oral, or written arguments and write analytical and argumentative essays based on those issues. Research and source-based writing, employing correct MLA documentation, is required; minimum 6,000 words formal writing. Prerequisite: English 150 or 102</p>		
Student Learning Outcomes		
<ol style="list-style-type: none"> 1. Analyze argumentative claims. 2. Respond to arguments with persuasive critical essays. 3. Locate, synthesize, and document sources for use in response to arguments. 		
Special Accommodations		
<p>College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS at 707-476-4280.</p>		
Academic Support		
<p>Academic support is available at Counseling and Advising and includes academic advising and educational planning, Academic Support Center for tutoring and proctored tests, and Extended Opportunity Programs & Services, for eligible students, with advising, assistance, tutoring, and more.</p>		
Academic Honesty		
<p>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 at: http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services, and scroll to AP 5500. 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.</p>		

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Disruptive Classroom 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, he or she 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 at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500. 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.

Emergency Procedures for the Eureka campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at: (<http://www.redwoods.edu/aboutcr/Eureka-Map>; choose the evacuation map option). For more information on Public Safety, go to <http://www.redwoods.edu/publicsafety>. In an emergency that requires an evacuation of the building:

- 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 Incident Commander or campus authorities. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the "Register" button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with "redwoods.edu." Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions.

College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.

ENGL-1A-E3074: Analytical Reading and Writing Course Syllabus

Erin Sullivan | College of the Redwoods | Eureka Campus | Section 043074 | Fall 2017
Classroom Hours: | Wednesday 3:15-5:20 PM | Humanities 215
Online Hours: | 8-12 hours on *Canvas* | <https://redwoods.instructure.com/login/canvas>

Contact Information

- Questions: *Canvas* Peer **Q and A Forum**
- **Preferred** Email: *Canvas* email system
- Email: erin-sullivan@redwoods.edu
- Office Location: TBD
- Office Hours: Wed 2:00-3:00 pm & by appt.
- No voicemail

Welcome!

Students are often led to believe that writing is primarily about avoiding errors and providing the right answer, or that writing is a "natural" talent that some people have and others don't. Some authorities tell us that "students can't write," "texting ruins your ability to write," and "good writing never uses 'I.'" English 1A will challenge these assertions, and many others. It will also ask you to consider questions no one has likely asked you before: How is identity linked to reading, writing, and power? How can we use inquiry, critical thinking, and collaboration to write about and understand how meaning is made in the world? How do we use language to make meaning in the world as scholars, researchers, and agents of change? How do our explorations of these questions change across contexts and our participation in them? How do we change communities and how do they change us? We'll explore these questions as a community and in collaboration. We'll study the subject and practice of writing, build confidence as writers and learners, and learn, too, that writing is a lifelong practice—that all writers have more to learn.

Course Description

English 1A is a transfer-level course in critical reading and reasoned writing. Students analyze issues and claims presented in visual, oral, or written arguments and write analytical and argumentative essays based on those issues. Research and source-based writing, employing correct MLA documentation, is required; minimum 6,000 words formal writing. Prerequisite: English 150 or 102.

Hybrid Course Description: This section of English 1A combines on-campus community-based learning with off-campus technology-based learning. The course includes face-to-face classroom instruction and activities as well as online assignments and discussion forums using the web-based instructional program *Canvas*. To be successful in this course, students must be comfortable working in an online environment, organized and self-motivated to complete coursework by deadline, and committed to attending and participating in all class sessions and conferences.

Course Learning Outcomes

Students successfully completing English 1A should demonstrate the following competencies:

- Analyze argumentative claims.
- Respond to arguments with persuasive critical essays.
- Locate, synthesize, and document sources for use in response to arguments.

Course Learning Objectives

Students successfully completing English 1A should demonstrate the following competencies:

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

Required Text and Materials

Textbooks

- *Naming What We Know*, Classroom Edition ISBN 978-1-60732-577-2 (paper copy only)
- *Writing Spaces: Readings on Writing*, Vols. 1 & 2 (free online textbook <http://writingspaces.org/>)
- Other required readings are located on our *Canvas* site

Note: All online readings must be printed in hard copy and extensively annotated

Technology

- Course Site: <https://redwoods.instructure.com/login/canvas>
- Reliable, daily access to internet, printer, and computer with software to open and print .pdf files
- Microsoft Word (Office 365 is a free download for students at this link: <https://products.office.com/en-us/student/office-in-education>)
- Google Drive account for collaborative work and back-up/storage
- Functioning CR email account (*Canvas* Announcements forward to this email account)
- Writers Archive (collection of work stored electronically in your *Canvas* files)
- *Highly Recommended*: Fully charged cell phone for recording individual conferences

Supplies

- Bound composition book with lined pages (for class notes and in-class writing activities)
- Loose lined paper, pens, pencils, highlighters (5 colors), post-it notes, stapler, and staples
- 1 letter-size, 3-cut, tabbed manila file folder for Assessment Portfolio submission
- Adequate funds/ink for printing assignments, readings, and essays at home and at school
- *Recommended*: Accordion folder (6 or more slots) for readings, assignments, and essay drafts

COURSEWORK REQUIREMENTS AND GRADES

Presence (10%)

Students are expected to comply with classroom policies as detailed below in this syllabus. These policies include (but are not limited to) arriving to class and conferences on time and remaining for the entire session; refraining from disruptive and disrespectful behavior, including unauthorized cell phone use; printing hard copies of required assignments *before class*; bringing all required materials and texts to every class; and actively engaging in all class sessions, workshops, discussions, and other activities. Each absence and failure to observe these policies will result in a 30% deduction to the **Presence** grade. *Students must attend 14 of 16 class sessions to pass the course.* Classroom activities require attendance, so it is impossible to make up missed sessions.

Reflection (15%)

Each week, students will engage in a variety of reflective and metacognitive writing exercises, including weekly reflective journals (RFJ) posted to Canvas. These journals ask students to first read and annotate selected passages from the required text *Naming What We Know (NWWK)* and then compose a minimum 400-word RFJ that reflects on the assigned reading and its relevance to student writing and writing practices. Toward the end of the semester, students will draw upon these readings, journals, and all other course content to compose the Reflective Portfolio Cover Letter.

Readings/Responses/Wrangler/Quizzes (20%)

Most weeks students will read and annotate selected texts from the free online textbook *Writing Spaces: Readings on Writing*. Additional readings will be drawn from other online and print sources as well. All course readings are available on *Canvas* as .pdf or .docx documents and must be printed in hard copy form. A reading response (RR) associated with each text must be posted to *Canvas* by the published deadline. Some RRs require students to reply to classmates' postings as well to earn credit. Read [Composing Reading Responses](#) to get started. Occasionally, students will also take short "open book" reading quizzes online or in class.

Essay and Research Units (35%)

Students will complete three academic essay/research units consisting of a series of assignments called "The Writing Process." These assignments may include prewriting, drafts, revisions, workshops, activities, exercises, research, conferences, as well as feedback from instructors, peers, and consultants.

- Unit 1: Literacy Sponsorship Analysis (LSA) (10%)
- Unit 2: Rhetoric of Protest (ROP) (10%)
- Unit 3: Discourse Community Ethnography (DCE) (15%)

There will be a great deal of work-shopping and peer response, which will involve reading each other's papers. Because your writing will be read by your classmates, please choose topics that you feel comfortable sharing with classmates.

Collaborative writing is often the most successful writing—it is imperative that you take peer response activities seriously and approach them with dedication and professionalism. Not only are such activities worth a large portion of your grade, but successfully participating in these activities will result in stronger final drafts of your own essays. Students who have practice providing feedback to other students are the most successful in providing "feedback" to themselves to improve their own writing.

Assessment Portfolio Requirements (20%)

At semester-end, in lieu of a final exam, students will submit an **Assessment Portfolio (AP)** of *extensively revised* final draft essays that will be graded holistically by me at the end of the semester. This portfolio, worth a significant portion of the course grade, is the culminating assignment of the semester. Students must be earning at least a C (70%) in the course to submit an Assessment Portfolio.

Course Letter Grades

Course letter grades will be computed according to the weighted percentages for each grading category listed above and according to the total point percentage equivalents listed below. Students with a D+ (69.99 percent) or lower will receive a grade of "F" for the class and must reenroll in English 1A another semester in order to meet their Written Communication requirement. Incompletes are rarely issued for this course.

Letter Grade	Equivalent Percentages	Grade Description
A	94 - 100	Excellent
A-	90 - 93.99	
B+	87 - 89.99	Good
B	83 - 86.99	
B-	80 - 82.99	
C+	77 - 79.99	Satisfactory
C	70 - 76.99	
D	60 - 69.99	Failure without Credit
F or NC	0 - 59.99	

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

COURSE POLICIES

Homework

To be successful in a college course, students should plan to spend two to three hours completing work outside of class each week per academic unit; therefore, in this 4-unit English 1A course, expect to **spend 8-12 hours each week** reading, writing, revising, and researching.

Communication

We will utilize a variety of methods (both online and face-to-face) to maintain contact throughout the semester:

- Check weekly *Canvas* announcements for upcoming assignments, activities, schedule changes
- Post questions and answers to the peer-monitored *Canvas* Peer Q and A Forum
- Contact instructor through the *Canvas* email system (replies within 24-48 hours, often sooner)
- Attend weekly office hours for more personal concerns or in-depth assistance with coursework
- Arrive to class a few minutes early for quick questions and clarification
- Review assignment feedback through *Canvas* rubrics and comments

Attendance and Promptness

Attendance is essential in a collaborative writing community operating in a hybrid environment. Because this class meets face-to-face only once per week, arriving late or leaving early is disruptive and interferes with my instruction and other classmates' learning and participation. If work, extracurricular activities, or personal schedules overlap or interfere with scheduled course dates and times, please take another section of English 1A.

Please visit the restroom, make phone calls, and print assignments before class. I call roll promptly at 3:15 PM. If students arrive late, it is their responsibility to see me after class that same day to verify attendance. See me immediately for a consultation if attendance and missing assignments become a problem.

Since regular attendance is a critical factor in student success, students at College of the Redwoods are expected to attend all sessions of each class in which they are enrolled. In general, absences may be considered excessive when the number of absences exceeds the total number of hours that the class meets during one week. Our course meets one day per week for two hours; therefore, **two (2) absences are allowed for the entire semester. A third (3rd) is considered excessive and will result in a failing course grade.** Faculty may drop students for excessive absences through the end of the 10th week of the semester.

First Week Attendance Policy: Students who have been absent from a class session within the first week of instruction, without notifying the instructor before the absence, will be dropped from the course. Because our class meets only once per week, this drop policy extends to the second week as well so that I can provide CR with accurate Census data.

Participation and Preparedness

Participation and preparedness are essential in a hybrid course that requires both workshop-style class activities and significant online class participation. Please strictly observe the following course policies:

- Attend class and conferences regularly; arrive on time and remain for the entire session.
- Come to class / conference prepared with required texts, assignments, and materials in hand.
- Fully and thoughtfully engage in class and online workshops, responses, and discussions.
- Log on to Canvas regularly and complete assignments per instructions and by deadline.
- Print readings and essays before class and submit them as instructed

Classroom and Online Behavior

Please adhere to the class and online behavior policies listed below. Students who disregard these policies will be asked to leave the classroom and may be dropped from English 1A and assigned a grade of "F" if behavior is deemed egregious.

- Always maintain tolerance, respect, and appropriate social behavior in class and online.
- Be fully present, free of drugs and alcohol. (Impaired students will be asked to leave class.)
- **Turn off and store** cell phones, tablets, and laptops unless approved for class use.
- Refrain from texting or accessing personal email and social networking sites during class.

Deadline and Submission Policy

Each week, students are responsible for accessing *Canvas* to view the current schedule (in the form of weekly modules) to review, complete, submit, and print assignments, readings, quizzes, and discussion forums as directed. Developing and maintaining excellent time management and organizational skills are critical to successful completion of this course.

Essay drafts must be formatted according to MLA guidelines; templates are provided to simplify this process. Documents uploaded to *Canvas* must be in .doc or .docx file formats only (Microsoft Word). All students with a college email address have free access to *Office 365* at <https://products.office.com/en-us/student/office-in-education>). *Canvas* will not accept other file formats, and improperly formatted assignments will not receive credit.

Reading and writing homework as well as class activities build on one another and emphasize cumulative learning; therefore, late assignments posted to *Canvas* (but before class) will receive a 10% point deduction. I do not accept assignments via email, and I will not print assignments for students.

Please see me as soon as possible if you are experiencing difficulty completing coursework, or if extenuating circumstances are affecting your attendance or academic performance. I want you to be successful in this course.

Academic Honesty

Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course. The student code of conduct is available on the College of the Redwoods website at:

<http://www.redwoods.edu/Portals/50/BoardPolicies/Chapter5/AP%205500.pdf?ver=2016-04-13-155222-227>

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 simple and can be completed through our *Canvas* site. If tempted to plagiarize or cheat, or if confused about properly citing sources, please see me immediately so that we can work together to address these issues.

CAMPUS AND ONLINE RESOURCES

Academic Support Center (ASC): The ASC, located in the Learning Resource Center (library), provides test proctoring and tutoring along with computers, printers, and quiet study rooms. Individualized writing consultations may be available to CR students as funding permits: (<http://www.redwoods.edu/asc>).

Canvas Assistance: The Distance Education division offers resources and video tutorials to assist students unfamiliar with *Canvas*: <http://www.redwoods.edu/online/Canvas>. Our *Canvas* site also contains many options for assistance with the LMS at the HELP link, including *Canvas* Support Hotline: (844) 303-4496.

Disabled Students Programs and Services (DSPS): College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present written accommodation requests at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. Students, who have a disability or believe they might benefit from disability related services and may need accommodations, should contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS. They are located on the Eureka campus in Student Services Building 113 and can be reached by calling 476-4280 (<http://www.redwoods.edu/dsps>).

Learning Resource Center (LRC): CR librarians are available for face-to-face consultation and assistance during regular library hours. (<http://www.redwoods.edu/library>) Students may also seek assistance from a librarian online at <http://www.redwoods.edu/library/Get-Help/Ask-A-Librarian>

Technological Access and Assistance: Computers, printers, scanners, and internet access are available in the Academic Support Center and other locations within the Learning Resource Center, Writing Center, and several labs on the Eureka campus. For assistance with *Canvas* or WebAdvisor, contact the Informational Technology Services (ITS) Help Desk at 476-4160 or email its@redwoods.edu.

Veteran Resource Center: *The Center's mission is to support and facilitate 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.* For more information see <http://www.redwoods.edu/vets> or call (707) 476-4110.

Writing Center (WC) HIGHLY RECOMMENDED: All students may access individualized tutoring at the Writing Center on the Eureka campus by signing up for **English 53A** (variable 0.5 - 2 units, 1.5 - 6 hours per week). Computers, printers, and quiet study rooms are also available. The WC is always

staffed by an instructor from the English Department and by trained writing tutors. *Plus, students enrolled in the Writing Center may print for free!* (<http://www.redwoods.edu/writingcenter>)

FINAL EXAM

Attendance and participation at the scheduled final exam period is mandatory. Students who fail to attend the final exam period and submit an Assessment Portfolio in person will receive a course grade of "F". Due to the hybrid format of our class, the official final exam schedule does not include a specified day/time for a Wednesday class. We will meet on our normal day and time (see below). *This time slot has been assigned to a Monday class that meets from 4:30-5:55 PM. Please let me know immediately, if you have a Monday class at this time.*

Wednesday, December 13, 2017 | 3:15 – 5:15 PM | HU 215

STUDENT-INSTRUCTOR AGREEMENT

Please sign this agreement to acknowledge awareness and agreement regarding all course policies and requirements and to continue enrollment in English 1A.

ENGL1A-E3074: Student-Instructor Agreement Fall 2017

Student: (Name: print your full name here please)

I have read the Course Syllabus and this Agreement, and I agree to abide by these policies and to complete assignments and participate in activities and workshops to the best of my ability.

- I will show up to class and conferences on time; fully present, rested, and sober; and remain for the entire session. I will visit the restroom and make phone calls before or after class.
- I understand that disruptive and disrespectful behavior will not be tolerated online or in class, *including texting and distractions due to cell phones, tablets, or other devices.*
- I will display a courteous attitude and maintain tolerance, respect, appropriate social behavior, and academic honesty at all times.
- I will arrive to class and conferences prepared with all required materials, textbooks, and printed/annotated readings as directed.
- I will submit assignments to the instructor in hard copy when requested and to *Canvas* in .doc or .docx file formats by published deadline. I am aware that late *Canvas* assignments submitted online by class time will receive a 10% point deduction.
- I understand excessive absences, tardies, early departures, missing assignments, and general unpreparedness will reduce my course grade; and participation in co- and extracurricular activities, including athletics, does not exempt me from any requirements.
- I understand that more than two absences during the semester is considered excessive by CR and that a **third (3rd) absence will result in an automatic course grade of F**. I also understand that attendance at the final exam period is mandatory.
- I am responsible for missed content due to absences or tardies, and I will first consult *Canvas*, my peers, and the **Q and A Forum** to gather information or seek clarification.
- If I need further clarification regarding the course content, or if I experience extenuating circumstances that affect my ability to be successful in this course, I will consult my instructor preferably via *Canvas* email or in person during office hours or by appointment.

Signed: _____ sign here please _____

Date: record date

Instructor:

I will abide by the policies and requirements set forth in the Course Syllabus and this Agreement, and will offer a variety of assignments and activities to assist students in improving reading, writing, and critical thinking skills. I will provide accurate, organized, and timely information to promote academic achievement in my course.

I will, to the best of my ability, create a positive and constructive classroom and online environment where student learning, confidence, and success are the central goals. I am committed to practicing mindful speech and active listening and to cultivating respect and compassion in my teaching. I encourage student-teacher interaction and am available to meet individually during posted office hours, scheduled conferences, and by appointment.

I expect students to first consult *Canvas*, their classmates, and the **Q and A Forum** to gather information due to absences and tardies, but I agree to provide secondary clarification as needed *during office hours or by appointment*. I will promptly address (usually within 48 hours) individual student concerns and questions as necessary and appropriate.

Signed: _____ (Erin Sullivan) Date: August 30, 2017

ENGL-1A-E3074: Canvas Navigation Guide

AP	Final Assessment Portfolio (culminating collection of final draft essays in lieu of a final exam)
DCE	Discourse Community Ethnography (third essay unit on <i>Canvas</i>)
F2F	Face-to-Face (in-class activity or interaction)
LSA	Literacy Sponsorship Analysis (first essay unit on <i>Canvas</i>)
MUGS	Mechanics, Usage, Grammar, Sentence Structures (in-class or <i>Canvas</i> activity/assignment)
NWWK	<i>Naming What We Know</i> , Classroom Edition (text edited by Kassner and Wardle)
OL	Online (<i>Canvas</i> assignment)
PCL	Portfolio Cover Letter (<i>Canvas</i> assignment)
PPD	Pre-Portfolio Draft (<i>Canvas</i> assignment)
PR	Peer/Partner Response (in-class or <i>Canvas</i> assignment)
PRG	Peer Response Group (in-class or <i>Canvas</i> assignment)
PW	Prewriting (in-class or <i>Canvas</i> assignment)
RD	Rough Draft (<i>Canvas</i> assignment)
RFJ	Reflective Journal (<i>Canvas</i> assignment)
RL	Reflective Letter (<i>Canvas</i> assignment)
ROP	Rhetoric of Protest (second essay unit on <i>Canvas</i>)
RQ	Reading Quiz (in-class or <i>Canvas</i> assignment)
RR	Reading Response (<i>Canvas</i> assignment)
RRP	Reflection and Revision Plan (in-class or <i>Canvas</i> assignment)
RVD	Revised Draft (<i>Canvas</i> assignment)
RW	Reading Wrangler (in-class individual and group assignment)
WA	Writers Archive (electronic collection of all course work maintained on <i>Canvas</i> files)
WL	Writers Log (in-class assignment)
WS	Workshop (in-class or <i>Canvas</i> assignment)
WP	Writing Process (a series of activities and assignments including prewriting, drafting, researching, responding, revising, reflecting, and editing for each essay)

Other:

ENGL-1A-E3074: Analytical Reading and Writing

Proposed Weekly Schedule

(Schedule subject to change; see our *Canvas* site for detailed weekly schedules.)

- Week 1** (Class meets in Library computer lab for *Canvas* Workshop)
Introduction to English 1A, Course Syllabus, The Rhetorical Situation
Readings: *How People Learn*
Assignments: RR 1, RFJ 1
- Week 2** Academic Reading Strategies and Annotation
Readings: Adler, Bunn
Assignments: RR 2, RFJ 2
- Week 3** Essay Unit 1: Literacy Sponsorship, Drafting
Readings: Swales, Brandt
Assignments: RR 3, RFJ 3
- Week 4** Literacy Sponsorship, Revision and Peer Feedback
Readings: Selected Literacy Sponsor Narratives
Assignments: LSA RD, RFJ 4
- Week 5** (Class meets in Library computer lab for Research Workshop)
Essay Unit 2: Rhetoric of Protest
Readings: Giles and Rosenberg
Assignments: LSA RVD and PR, RFJ 5
- Week 6** Rhetoric of Protest, Rhetorical Analysis
Readings: Grant-Davie
Assignments: RR 4, RFJ 6, ROP Topics
- Week 7** Rhetoric of Protest, Rhetorical Analysis, ROP Drafting
Readings: Corder
Assignments: ROP Outline, RR 5, RFJ 7
- Week 8** Rhetoric of Protest, Revision, Feedback, Source Integration
Readings: Stedman, Borg
Assignments: ROP RD, RFJ 8
- Week 9** Essay Unit 3: Discourse Community Ethnography
Readings: Gee
Assignments: ROP RVD, DCE Forum, RFJ 9

- Week 10** Discourse Communities, Primary Research
Readings: Swales and Driscoll
Assignments: RR 6, RFJ 10
- Week 11** (Class meets in Library computer lab for Research Workshop)
Discourse Communities, Disciplinary Conventions
Reading: Mirabelli and Wu
Assignments: RR 7, DCE AnnBib, RFJ 11
- Week 12** Discourse Communities, Drafting
Reading: Kahn
Assignments: RR 8, DCE RD, RFJ 12
- Thanksgiving Week**
- Week 13** Portfolio Cover Letter, Reflection, Revision
Reading: TBD
Assignments: DCE Interview & Observation, PCL RD
- Week 14** Reflection and Revision
Reading: TBD
Assignments: DCE RVD, Revise LSA and ROP
- Week 15** Reflection and Revision
Readings: TBD
Assignments: PCL RVD, Revise DCE
- Week 16** Final Assessment Portfolio Due