

Course Information

Semester & Year: Fall 2019
Course ID & Section #: D8974
Instructor's name: Chrystal Helton
Day/Time: Monday/Wednesday 5-7:05 pm
Location: B Yard
Number of units: 4

Instructor Contact Information

Office location: CR Del Norte Main Campus & B Yard
Office hours: TBD
Phone number: 707-465-2380
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Required Materials

Textbook Title: <i>They Say, I Say with Readings</i>
Edition: 4 th
Author: Gerald Graff, Cathy Birkenstein, and Russel Durst
ISBN: 978-0-393-63168-5
Textbook Title: <i>Easy Writer</i>
Edition: 6 th
Author: Andrea Lunsford
ISBN: 978-1-319-05076-4

Catalog Description

This is an introductory course that offers instruction in expository and argumentative writing, close reading, cogent thinking, research strategies, information literacy, appropriate and effective use of language, and documentation.

Course Student Learning Outcomes (from course outline of record)

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.

Evaluation & Grading Policy

In-class Group Assignments	10%
Reading Responses	25%
Essays	65%
(Includes Discovery Drafts, Working Drafts, and Peer Review)	
A 90-100% (exceeds expectations)	
B 80-89% (meets expectations)	
C 70-79% (meets most requirements; meets some expectations)	
D 60-69% (may fulfill some requirements; does not meet expectations)	
F Below 60% (does not meet requirements or expectations)	
Major assignments may be made up if the absence is excused and/or previous arrangements have been made with me. Minor and in-class assignments cannot be made up.	

****Note that institutional (CDCR) issues will NOT impact your grade. However, use any “down yard” time wisely, as we have a lot to cover and skills to build.**

[Prerequisites/co-requisites/ recommended preparation](#)

Not applicable

[Special accommodations statement](#)

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 accommodations, please see me or contact [Disability Services and Programs for Students](#).

[Student feedback policy](#)

Each minor writing assignment (mostly Reading Responses) will be graded within two class sessions and feedback will be in the form of questions regarding your reading, thinking, and writing. You will also receive weekly feedback on writing development during individual and group writing workshops.

Essays will include Discovery Draft, Working Draft and Final Draft feedback within the following two class sessions. Feedback will be driven by essay rubrics as well as writing craft lessons and practice and daily writing workshops.

[Student Accessibility Statement and Academic Support Information](#)

These standards are required by federal regulation. Students will have access to this course that complies with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Course materials will include a text equivalent for all non-text elements; videos will include closed captioning, images will include alt-tags, hyperlinks will use descriptive/meaningful phrases instead of URLs and audio files will include transcripts. All text will be formatted for use with screen readers and all course materials will be understandable without the use of color. Students who discover access issues with this class should contact the instructor.

Boozhoo! Hello, good to see you!

"The only people who see the whole picture are the ones who step out of the frame"
—Salmon Rushdie

What We Will Be Doing

READING RESPONSES & IN-CLASS GROUP WORK

Learning to read critically is necessary for entering thoughtful discussions and “joining conversations” we are deeply committed to. This is not just a course in writing. This is also a course in reading and thinking. Be prepared to take notes on each reading and write Reading Responses to college-level readings throughout the semester. Many of these responses will also guide classroom discussions and your own research and writing. You will also be asked to complete in-class activities throughout the semester.

You will also complete in-class group assignments/activities during at least one class session per week. These activities will focus on critical readings and issues/topics, as well as writing skill development, and, of course, critical thinking. This is a chance to see how your classmates’ think, which will cultivate your thinking. Our ideas grow when we plant them together.

ESSAYS

By the end of the semester you will have completed three formal essays

- (1) Discovery Synthesis (1000+ words)
- (2) Argumentative Synthesis I (1500+ words)
- (3) Argumentative Synthesis II (2000+ words)

Clear instructions for each essay will be given to you. Essays will be assessed with detailed rubrics that you will have before the first drafts are due. Essays will need to be written in MLA format (which we will discuss). Also, drafts and peer review participation will factor into your final essay grades.

If either of your first two essays do not earn passing grades, you will be required to revise them and will need to have them turned back in within a week of getting them back. Your job in this class is to practice as much as possible until you are proficient (able to join the conversation) in different areas of writing. And revising will help you learn this.

PROCESS & PEER REVIEW

Writing is a messy process—a fun, messy process. And one of our goals for this course is that you leave with a clearer understanding of your individual writing process and needs. I value the process and know

We think we listen, but
very rarely do we listen
with real
understanding, true
empathy. Yet listening,
of this very special
kind, is one of the most
potent forces for
change that I know.

Carl Rogers

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through experience that in order to write well, I need to understand and practice my process over and over again. This is why you will be required to submit three drafts of each of your essays:

- Discovery Draft
- Working Draft
- Final Draft

We will explore each of these drafts together and use them to practice your evolving writing skills. You will receive points for including both the Discovery and Working Drafts when you turn in your Final Drafts.

I firmly believe in the power of collaborative learning—learning by working with others. If we want to join conversations beyond those we have in our heads, sharing our work with our classmates and taking the time to work with their writing decisions is important. Be prepared to share your “Working Draft” with others in the class and actively critique and praise your classmates’ thinking and writing. Please be prepared to turn in a complete Working Draft during these sessions. Peer Review offers us an opportunity to cultivate our own and others’ writing skills and confidence.

ACADEMIC HONESTY: 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) and other board policies and procedures are available upon request.

Do not plagiarize. Plagiarism is the use of others’ ideas, knowledge, opinions, and words without full or proper acknowledgement or citation of the writer or “owner.” Academic Honesty also means you will only submit your work; not the work of anyone else.

CLASS AGREEMENTS

“If stories come to you, care for them. And learn to give them away where they are needed. Sometimes a person needs a story more than food to stay alive.” —Barry Lopez, in *Crow and Weasel*

The policies and procedures outlined in this syllabus are subject to change.

WEEK	Schedule of Topics & Readings, FALL 2019 Weeks 1-8
1: August 26 & 28	<ul style="list-style-type: none"> • Introductions • Syllabus Review & Basic Agreements • Joining the Conversation • What is Critical Reading? <p><i>They Say/I Say</i>, Chapters 9 & 12 <i>Easy Writer</i>, pp. 42-47</p>
Assignments	<p>MON: Review syllabus WED: Read “The ‘Other Side’ Is Not Dumb” by Sean Blanda, <i>TS/IS</i>, pp. 212-217 & Practice Reading Response</p>
2: Sept. 2 (NO CLASS) & 4	<ul style="list-style-type: none"> • Using “frames” in classroom discussions • Writing Reading Responses <p><i>TS/IS</i>, Blanda’s “The ‘Other Side’ Is Not Dumb” <i>Easy Writer</i>, pp. 42-47</p>
Assignments	<p>WED: <i>Reading Response #1:</i> “The New Jim Crow” by Michelle Alexander, <i>TS/IS</i>, pp. 230-247</p>
3: Sept. 9 & 11	<ul style="list-style-type: none"> • Writer’s Moves—Rhetorical Analysis & Situation • Writing as Process • What is a thesis-driven essay? • Essay #1 Introduction <p><i>TS/IS</i>, “Introduction: Entering the Conversation” <i>TS</i>, Alexander’s “The New Jim Crow” <i>TS/IS</i>, Robert Leonard’s “Why Rural America Voted for Trump,” pp. 279-284 <i>Everyday Writer</i>, pp. 18-25</p>
Assignments	<p>MON: Read <i>Everyday Writer</i>, pp. 18-25 and complete “Process Reflection” WED: <i>Reading Response #2:</i> Martin Luther King Jr.’s “Letter From a Birmingham Jail [handout];” Read <i>TS/IS</i>, Chapter One: “They Say”</p>
4: Sept. 16 & 19	<ul style="list-style-type: none"> • Using “They Say” templates & frames • Rhetorical analysis & discussion • Writing “Bad Ass” summaries • Invention Workshop • Using the Rubric <p><i>They Say/I Say</i>, Chapter One</p>

	<i>They Say/I Say</i> , Chapter Two
Assignments	MON: Read <i>TS/IS</i> , Chapter Two; WRITE! WED: <i>Reading Response #3:</i> “On the Front Lines of a New Culture War,” by Steve Kolowich, <i>TS/IS</i> , 398-419
5: Sept. 23 & 25	<ul style="list-style-type: none"> • Rhetorical Analysis • Essay example evaluation • What Makes a Strong Thesis? • Writing Introductions • Using quotations/textual evidence • Discovery Drafting <p><i>They Say/I Say</i>, Chapter Three <i>Easy Writer</i>, p. 22 & 93-95</p>
Assignments	MON: Read <i>They Say/I Say</i> , Chapter Three WED: Read, annotate, and evaluate Student Essay Example
6: Sept.30 & Oct. 2	<ul style="list-style-type: none"> • Effective Peer Review • What is Revision? • Craft Lesson: replacing weak words • How to write in-text citations and Works Cited • Peer Review Workshop • Revision & Editing Workshop • Personal Reflection Writing <p><i>Easy Writer</i>, 214-MLA Style Essay #1 Due at end of class Wednesday, October 2nd</p>
Assignments	MON: Final Draft due tomorrow at the end of class!!! Remember ALL drafts! WED: Reading Response #4: Sherry Turkle’s “No Need to Call,” <i>TS/IS</i> , pp. 441-524.
7: Oct. 7 & 9	<ul style="list-style-type: none"> • Rhetorical Analysis (& Situation) • Introduction to Technology & Essay #2 • What Synthesis Isn’t • I SAY: Ways to Respond • Invention and Drafting Workshop <p>“No Need to Call” by Sherry Turkle, <i>TS/IS</i>, 505-523 “How I Learned to Love Snapchat,” by Jenna Wortham, <i>TS/IS</i>, pp. 474-478 <i>TS/IS</i>: Chapter Four</p>
Assignments	MON: Read <i>TS/IS</i> , Chapter Four

	WED: Reading Response #5: “Is Google Making Us Stupid” by Nicholas Carr, <i>TS/IS</i> , pp. 424-439; Start reading Technology Research Packet
8: Oct. 14 & 16	<ul style="list-style-type: none"> • Writer’s Rhetorical Choices • Thesis Statement Revisions • Argumentative Synthesis Example Essay Evaluation • Drafting Workshop <p>“Is Google Making Us Stupid” by Nicholas Carr, <i>TS/IS</i>, pp. 424-439 “Go Ahead: Waste Time on the Internet,” by Kenneth Goldsmith, <i>TS/IS</i>, pp. 500-504</p>
Assignments	<p>MON: Read and evaluate Student Sample Synthesis; Read & Write for Essay #2!</p> <p>WED: Read <i>TS/IS</i>, Chapter Eight; Bring Working Draft for Peer Review & Feedback</p>

****Weeks 9-16 schedule will be distributed Oct 14****