

## Course Information

**Semester & Year:** Spring 2020

**Course ID & Section #:** D9141

**Instructor's name:** Chrystal Helton

**Day/Time:** 5:30-7:35 pm

**Location:** D YARD

**Number of units:** 4

## Instructor Contact Information

**Office location:** CR Del Norte Main Campus & D Yard

**Office hours:** TBD

**Phone number:** 707-465-2380

**Email address:** chrystal-helton@redwoods.edu

## Required Materials

**Textbook title:** *They Say, I Say with Readings*

**Edition:** 4<sup>th</sup>

**Author:** Gerald Graff, Cathy Birkenstein, and Russel Durst

**ISBN:** 978-0-393-63168-5

**Textbook title:** *EasyWriter*

**Edition:** 6<sup>th</sup>

**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 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.

## Evaluation & Grading Policy

|                            |     |
|----------------------------|-----|
| In-class Group Assignments | 10% |
| Reading Responses          | 25% |
| Essays                     | 65% |

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.**

### **Special accommodations policy**

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 Working Draft and Final Draft oral and/or written feedback within the following two class sessions. Feedback will be driven by essay rubrics, through writing craft lessons and practice, individual tutoring time, 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.

During at least one class session per week, you will complete in-class group assignments/activities. 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.

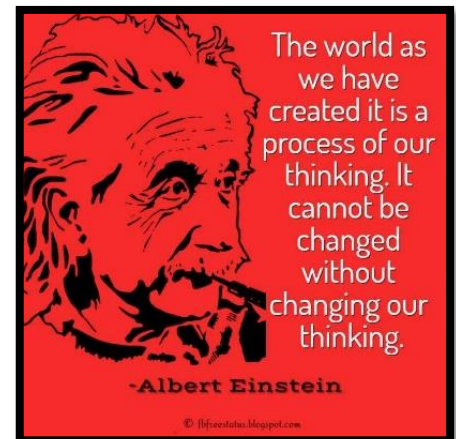
### **ESSAYS**

By the end of the semester you will have completed **four** formal essays

- (1) Descriptive Reflection (Creative Nonfiction)
- (2) Discovery Synthesis (1000+ words)
- (3) Argumentative Synthesis (1500+ words)
- (4) Research Paper (1500+ 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 three 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 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 two drafts of each of your essays:

- 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 your 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. 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, Spring 2020<br>Weeks 1-8   |
|---|---|
| <p><b>1: Jan. 20 &amp; 22</b></p> <p><i>No class 1/20 in honor of MLK Jr.</i></p> | <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Syllabus Q &amp; A</li> <li>• Basic Agreements</li> <li>• College Expectations</li> <li>• Joining the Conversation</li> </ul> <p style="text-align: center;"><i><b>"The time is ALWAYS right to do what is right."—Martin Luther King Jr.</b></i></p>   |
| <p><b>Assignments</b></p>   | <p><i>Read &amp; respond to Barry Lopez's "The Raven;" Re-read syllabus &amp; write down any questions; Read (and take notes) EasyWriter, pp. 42-45.</i></p>  |
| <p><b>2: Jan. 27 &amp; 29</b></p>   | <ul style="list-style-type: none"> <li>• What is Critical Reading?</li> <li>• Writing Reading Responses</li> <li>• What is Academic Writing?</li> </ul> <p><i>EasyWriter, pp. 42-45</i><br/> <i>Barry Lopez's "The Raven"</i><br/> <i>TS/IS, Chapter Nine</i></p>   |
| <p><b>Assignments</b></p>   | <p><b>MON:</b> <i>Read TS/IS, Chapter Nine; Read Joan Didion's "Why I Write"</i></p> <p><b>WED:</b> <i>Read TS/IS, Chapter 12; Reading Response #1 "Letter From a Birmingham Jail," Martin Luther King Jr. [handout]</i></p>  |
| <p><b>3: Feb. 3 &amp; 5</b></p>   | <p style="text-align: center;"><b><u>UNIT ONE: WHY IT MATTERS</u></b></p> <ul style="list-style-type: none"> <li>• Using "frames" in classroom discussions</li> <li>• Writer's Moves—Rhetorical Analysis &amp; Situation</li> <li>• <b>Essay #1 Introduction &amp; Invention Workshop</b></li> <li>• Writing as Process</li> </ul> <p><i>TS/IS, Chapter 12</i><br/> <i>EasyWriter, pp. 18-25</i><br/> <i>Jourdain Keith's "At Risk"</i></p> |

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| <b>Assignments</b>         | <p><b>MON:</b> <i>Read EasyWriter, pp. 18-25 and “The Writing Process” [handout]; WRITE!</i></p> <p><b>WED:</b> <i>Reading Response #2: Elissa Washuta’s “I Am Not Pocahontas” [handout]; WRITE!</i></p>  |
| <b>4: Feb. 10 &amp; 12</b> | <ul style="list-style-type: none"> <li>• Rhetorical Analysis</li> <li>• Genre Play &amp; Exploring Pairs</li> <li>• What is a thesis-driven essay?</li> <li>• Using the Rubric</li> <li>• What Makes a Strong Thesis?</li> </ul> <p><i>EasyWriter, pg. 22</i></p>   |
| <b>Assignments</b>         | <p><b>MON:</b> <i>Reading Response #3: Rachel Carson’s “Earth’s Green Mantle” [handout]</i></p> <p><b>WED:</b> <i>Essay #1 Working Draft due Monday!</i></p>  |
| <b>5: Feb. 17 &amp; 19</b> | <ul style="list-style-type: none"> <li>• What is Revision?</li> <li>• Effective Peer Review</li> <li>• <b>Peer Review Workshop</b></li> <li>• Writing Introductions</li> <li>• Craft Lesson #1: replacing weak words</li> <li>• <b>Revision &amp; Editing Workshop</b></li> </ul> <p><i>EasyWriter, pp. 34-36</i></p> <p><b>Essay #1 FINAL DRAFT Due at beginning of class Monday, February 24<sup>th</sup>.</b></p>                              |
| <b>Assignments</b>         | <p><b>MON:</b> <i>Bring drafts to class and prepare to workshop, revise, and edit!</i></p> <p><b>WED: ESSAY #1 FINAL DRAFT DUE MONDAY!</b></p>  |
| <b>6: Feb. 24 &amp; 26</b> | <p><b><u>UNIT TWO: DIFFERENCES &amp; DIVISIONS</u></b></p> <ul style="list-style-type: none"> <li>• Process Reflection—In-class Writing</li> <li>• Rhetorical Analysis</li> <li>• Essay #2 Intro: Discovery Synthesis</li> <li>• Using “They Say” templates</li> <li>• Writing “Good” Summaries</li> </ul> <p>“The Other Side Is Not ‘Dumb’” by Sean Blanda (in-class)<br/> “Why Rural America Voted for Trump,” by Robert Leonard (in-class)</p> |

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| <b>Assignments</b>         | <p><b>MON:</b> <i>Read TS/IS, Chapters One &amp; Two</i></p> <p><b>WED:</b> <i>Reading Response #4: “Why America is Self-Segregating,” by Dana Boyd, TSIS, 219-229</i></p>  |
| <b>7: March 2 &amp; 4</b>  | <ul style="list-style-type: none"> <li>• More on Entering Conversations &amp; Writing Summaries</li> <li>• Student Essay Example Evaluation</li> <li>• Rhetorical Analysis: Using Quotations/Textual Evidence</li> <li>• Drafting Workshop</li> </ul> <p><i>TSIS, Chapter Three</i></p> |
| <b>Assignments</b>         | <p><b>MON:</b> <i>Reading Response #3: “Meera Subramanian’s “United In Change” [handout]; Read TSIS, Chapter Three</i></p> <p><b>WED:</b> <i>Essay #2 Thesis &amp; Cluster Map due Monday</i></p>   |
| <b>8: March 9 &amp; 11</b> | <ul style="list-style-type: none"> <li>• Checking our Thesis Statements</li> <li>• Integrating Quotes/Textual Evidence</li> <li>• Writing Workshop</li> <li>• Craft Lesson #2: Apostrophes</li> <li>• Peer Review: Essay #2</li> <li>•</li> </ul>                                       |
| <b>Assignments</b>         | <p><b>MON: Essay #2 Working Drafts DUE WEDNESDAY</b></p> <p><b>WED:</b> <i>Revisions of Essay #2; Apostrophes practice (Essay #2 due Monday after Spring Break; Read TSIS, Chapter Four</i></p>   |

\*Weeks 9-16 schedule will be distributed before Spring Break.\*