

Course Information

Semester & Year: Spring 2020

Course ID & Section #: Engl-1A-8683

Instructor's name: Jennifer Brown

Day/Time: MW 8:00am- 10:05am

Location: HUM 106

Number of units: 4.0

Instructor Contact Information

Office location: HUM 119

Office hours: M 10:05 – 12:05

Phone number: 908.553.9527

Email address: jenny-brown@redwoods.edu

Required Materials

Textbook title: Writing About Writing

Edition: 3rd.

Author: Elizabeth Wardle & Doug Downs

ISBN: 978-1319032760

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 documentatio

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**Grade Distribution**

80 pts. - Four Assignments (20 pts. each)

10 pts. - In-class writing, online discussions*

*In class-writings and online discussions will graded for completion. Half credit may be given.

10 pts. - Class Participation & Attendance

= 100 pts. total

A Note about Grades: This class subscribes to a Labor-Based Contract Grading system. To quote Asou Inoue, "I offer this first draft of a contract that focuses on the responsibilities we'll assume, not the things to which someone else (usually the teacher) will hold you accountable. We will try to create a culture of support: a culture where we all function as

allies, fellow-travelers with various skills, abilities, experiences, and talents that we offer the group, rather than adversaries working against each other for grades or approval by teachers.”

What does this all mean? This means that you will get assessments of your writing in order to improve, but your grades will be based on the work you do in this class and not a conventional system of assessment based on merit, approved by me, subjective to only me.

More information about labor-based grading can be found here: <https://wac.colostate.edu/books/perspectives/labor/>

Late Work

Work will be considered *Late* if posted after the due date indicated on the assignment page. Points will be taken off for each day the required assignment is late.

Discussion submissions cannot be turned in late or made up later.

Revisions:

If you receive a 60% or below on assignments 1, 2, or 3, you may revise them for a higher grade. I will average the newer grade with the older grade for this newer grade. Please see me after grades are distributed and we will work out a schedule for completion of the new draft.

Student Feedback Policy

Students should expect that their instructor will:

1. Participate as a community member
2. Be available within 24 hours of written communication
3. Treat students fairly and with respect to all participants
4. Provide prompt and adequate feedback for all assignment submissions
5. Provide help to anyone that needs it.

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](#). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

Student Accessibility Statement

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.

Admissions deadlines & enrollment policies

Spring 2020 Dates

- *Classes begin: 1/18/20*
- *Martin Luther King Jr. Day (all-college holiday): 1/20/20*
- *Last day to add a class: 1/24/20*
- *Last day to drop without a W and receive a refund: 1/31/20*
- *Census date: 2/3/20 or 20% into class duration*
- *Lincoln's Birthday (no classes): 2/14/20*
- *Last day to petition to file P/NP option: 2/14/20*
- *President's Day (all-college holiday): 2/17/20*
- *Last day to petition to graduate or apply for certificate: 3/05/20*
- *Spring break (no classes): 3/16/20-3/21/20*
- *Last day for student-initiated W (no refund): 4/3/20*
- *Last day for faculty initiated W (no refund): 4/3/20*
- *Final examinations: 5/9/20-5/15/20*
- *Semester ends: 5/15/20*
- *Grades available for transcript release: approximately 6/1/20*

Students who have experienced extenuating circumstances can complete & submit the **Excused Withdrawal Petition** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Technology skills, requirements, and support

Tech equipment and skills are required for student success, and of equal importance as required textbooks and materials,

Students can obtain a free [Office 365 license](#) (includes Word, Excel, PowerPoint and more) with a valid CR email.

Necessary Computer Skills - [instructor: identify the computer skills necessary for students to succeed in your course.]

Technology Requirements (computer, other hardware, and software) - [instructor: identify the computer requirements and any hardware or software necessary for students to succeed in your class.]

Technology Support - [instructor: identify your role in providing technology support]

Before contacting Technical Support please visit the [Online Support Page](#). For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact its@redwoods.edu or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

Gender-Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is gender-inclusive and non-sexist to affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, humankind versus mankind, etc.), affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression.

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. It 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.

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency:

- a. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
- b. Dial 911, to notify local agency support such as law enforcement or fire services.

- c. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
- d. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
- e. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
- f. If safe to do so, notify key administrators, departments, and personnel.
- g. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling and Advising](#) offers academic support and includes academic advising and educational planning

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams.
- [Library Services](#) to promote information literacy and provide organized information resources.
- Multicultural & Diversity Center [waiting for hyperlink and Mission]
- Math Lab & Drop-in Writing Center

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821
- The [Honors Program](#) helps students succeed in transferring to a competitive four-year school.

Policies for this Class

Class participation and Attendance policy

Students are expected to comply with all expectations and requirements of students (see above). Each of you is an important member of our community and should accept responsibility to be part of the workshop at all times. You will quickly establish your role in the workshop, and we will miss you when you do not participate.

Attendance / Lateness Policy:

Writing is a skill that improves with practice and feedback, so all students are expected to attend and be on time and prepared for every class. This means bring all your books to class! All absences are considered unexcused unless otherwise negotiated with the instructor.

Discussion Assignments:

In-Class: One every two weeks or so, you will have a class period in which you are presented with a claim and must spend the remainder of the class writing an argumentative essay. Some of these will be announced, and others will not. These will afford you the ability to think on your feet.

Canvas discussions:

Online discussion prompts will be posted at least one week in advance, and you will have those 7 days to complete the assignments and respond to 2 peers in the discussion. The original post will be a minimum of 250 words, while the thoughtful responses will be a minimum of 150 words.

These Assignments be graded for completion only, but the total of which will be incorporated with your participation grade for the remaining 20 points of the 100 for the class (The other 80 points will be the essays). **They cannot be made up or turned in late.**

Participation:

In order to be an active member of the classroom, you must participate. By reading the assignments, coming to class, and being prepared to engage in active discussion, you will become a more critical thinker and thus, a better argumentative writer. Participation will be incorporated into the 20 pts. used for in-class assignments.

Readings:

You'll notice that some of the readings are not synced with class lectures and activities. This is done on purpose, as I want you to digest, process, and develop your ideas on the readings before we discuss them in class.

That said, all the readings are required for this class. You must be prepared to discuss and write about each reading assignment on the day that it is due. Failure to do so will signal failure to participate in class. You wouldn't going skiing and leave your skis at home, so don't come to class without being prepared.

Rough Draft Workshops: The week before an assignment is due, we will have a day of in-class workshops. These are mandatory. You will bring in a printed copy of your typed essay and be prepared to actively work on it in class with the help of your peers.

Information for this Class

Class schedule

Include the scheduled dates for each of the class meetings, and indicate finalized or tentative readings, assignment due dates, quizzes, and exams. Note that this is tentative.

The entire course is 15 weeks, plus a week of finals. The bulk of the lecture content that features in-class assignments and discussions appears in weeks 2-12. After this, the last 3 weeks of class will consist of workshopping, discussing, and editing your final assignment.

	M – 1/20/20	W– 1/22/20
Lesson Overview	No Class – MLK DAY	Introductions, syllabus, and welcome
Due in Class		
Other Assignments Due		Buy your book!

	M – 1/27/20	W – 1/29/20
Lesson Overview	How do we brainstorm and begin writing? Where do your ideas come from? // Intro to Assignment #1	Why do we make mixtapes/ playlists?
Due in Class	Read <i>Writing About Writing</i> ch.1 (pp. 1-15)	Read <i>Love is a Mixtape</i> ch. 1, “Rumblefish” (link on Canvas)

	M – 2/3/20	W – 2/5/20
Lesson Overview	How to write about yourself	Editing playlists / genre
Due in Class	Read <i>Writing about Writing</i> pp. 223 – 235 “All Writing is Autobiography	Read <i>New York Times</i> Article “Annoyed by Restaurant Playlist, Master Musician Made His Own” (link on Canvas) Rough draft workshop day Rough Draft of Essay Assignment #1 Due on Canvas for class

	M – 2/10/20	W – 2/12/20
Lesson Overview	Discussion & activity: What is the Personal Essay genre?	Editing and last minute drafting tips

Due in Class	Read <i>How to Write About Music</i> ch. 6 “The Personal Essay” (link on Canvas)	Assignment #1 due on Canvas by 11:59pm
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	M – 2/17/20	W – 2/19/20	Sun – 2/23/20
Lesson Overview	No Class – President’s Day	Reading Discussion: how to choose a topic, criteria, and developing your analysis. // Intro to Assignment #2	
Due in Class		Read <i>Writing About Writing</i> pp. 31-43 “Argument as Conversation”	
Other Assignments Due		Reading Discussion Initial Post Due	Reading Discussion Replies Due

	M - 2/24/20	2/26/20
Lesson Overview	Discussion and exercises surrounding the language of writing and what’s important about it, and how the language of discourse develops out of creative expression.	Genre: What is an Artist Profile?
Due in Class	Read <i>Writing About Writing</i> pp. 343-347 “Learning the Language”	Read <i>How to Write About Music</i> ch. 8 “The Artist Profile”
	M – 3/2/20	W – 3/4/20
Lesson Overview	Discussion and activity: How does writing in genre change the way you are	Mechanical editing and revising, polishing introductions and conclusions for clarity, MLA review

	in the world?	
Due in Class	Read "'On Genres as Ways of Being" (link on canvas)	Bring in materials for Assignment #2 (workshop day) Rough Draft of Essay Assignment #2 Due

	M – 3/9/20	W – 3/11/20
Lesson Overview	Class activities practicing mechanics and revision strategies; Editing, revising, and analyzing your own paper	Why do we revise? Last minute technique and discussion on revision.
Due in Class	Read <i>Writing about Writing</i> pp. 824-829 "Expanding Constraints"	1. Read <i>Writing About Writing</i> pp. 852-857 "Shitty First Drafts" 2. Read "Re-thinking the Shitty First Draft" by George Dila (link here)
Other Assignments Due		Revised Essay Assignment #2 Due on Canvas by 11:59pm

	M – 3/23/20	W – 3/25/20	F – 3/27/20
Lesson Overview	What does it mean to write in a discipline? Applying our former knowledge to the new and scary. Intro to Assignments #3 & #4	Learning from the social sciences: Writing about community and writing about discourse. Writing in Context: Scenes	
Due in Class	Read <i>Writing about Writing</i> p.542 "Intertextuality and the Discourse Community" //	Read Seth Kahn's " Putting Ethnographic Writing in Context "	
Other Assignments Due	Reading Discussion Initial Post Due		Reading Discussion Replies due

	M – 3/30/20	W – 4/1/20
Lesson Overview	Understanding Ethnography and Writing in Discourse	Understanding Ethnography and Writing in Discourse
Due in Class	Read “Muslim punks online: A diasporic Pakistani music subculture on the Internet” (pdf)	Read “Doing Scene” (PDF)

	M – 4/6/20	W – 4/8/20
Lesson Overview	Understanding Ethnography and Writing in Discourse: Writing Ethnography	Learning from each other’s mistakes: editing workshop
Due in Class	Read “Introduction” From Writing Ethnography (link on canvas)	Read <i>Writing about Writing</i> p. 803 “The phenomenology of Error”

	M – 4/13/20	W – 4/15/20
Lesson Overview	Editing Workshop Day; using sources	Critical Friends and discussion
Due in Class	Read "Helping Students Use Textual Sources Persuasively" in <i>Writing About Writing</i> , pg. 579	Assignment #3 Due by 8:00am

	M – 4/20/20	W – 4/22/20	Sun – 4/26/20
Lesson Overview	Critical Friends and discussion	Editing Workshop Day; Evaluating Sources	
Due in Class		Read "Evaluating Information Sources"	
Other Assignments Due	Discussion Initial post due		Discussion Replies Due

	M – 4/27/20	W – 4/29/20
Lesson Overview	Discussion & Activity: Editing and Re-writing; clinching your argument, seeing the bigger picture, and concluding with style.	Editing Workshop Day

Due in Class	Read "Rethinking the "Sociality" of Error: Teaching Editing as Negotiation" (link to PDF)	Assignment #4 Rough Draft Due by 8:00am

	M – 5/4	W – 5/6/20
Lesson Overview	In-Class Conferences	In-Class conferences
Due in Class	In-Class conferences: don't miss your time!	In-Class conferences: don't miss your time!

	M – 5/11/20	
Lesson Overview	Final Day – open question and answer period	
Due in Class	Assignment #4 Due by 11:59pm	