

## Course Information

Semester & Year: Spring 2020

Course ID & Section #: ENGL-1A-E8693

Instructor's name: Erin M. Sullivan

Day/Time or \*Online: Tuesdays/Thursdays 12:30-2:35 pm

Location or \*Online HU 114

Number of units: 4

## Instructor Contact Information

Office location or \*Online: HU 119

Office hours: Tuesdays 3:00-4:00 pm

Phone number: none

Email address: erin-sullivan@redwoods.edu

## Required Materials

Textbook title: Writing About Writing

Edition: 4th

Author: Wardle and Downs

ISBN: 978-1-319-19586-1

Other requirement: See attached Course Syllabus and <https://redwoods/instructure.com>

## Catalog Description

English 1A 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.

## 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

Grading requirements and criteria are posted to Canvas and summarized in assignment-specific rubrics.

Individual assignments must be uploaded to *Canvas* where they will be evaluated (complete/incomplete or points) and graded according to published requirements. Students can monitor their own progress in the course by periodically checking their grades on *Canvas* and seeing me when they have questions.

As per CR English Department policy, **extra credit is not available**. Course grades are earned by attending and participating in class and by successfully completing required assignments.

## Prerequisites/co-requisites/ recommended preparation

Placement into English 1A is determined according to the default AB 705 guidelines or the results of the guided self-placement process.

# ENGL-1A-E8693: College Composition

## Course Syllabus Spring 2020

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### Contact Information

- Questions: *Canvas Peer Q and A Forum*
- **Preferred** Email: *Canvas* email system
- Email: erin-sullivan@redwoods.edu
- Office Location: HU 119
- Office Hours: Tues. 3:00-4:00 pm & by appt.
- No voicemail / please use *Canvas* email

### 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 question these assumptions, 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 citizens, 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 (including teachers!) have more to learn.

### Course Description

English 1A 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.

### 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/in-class essays 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 TEXTS AND MATERIALS

### Textbooks

- *Writing About Writing*, 4<sup>th</sup> Edition, ISBN 978-1-319-19586-1
- Other required readings are located online at our *Canvas* site
- Note: All readings must be physically annotated

### Technology

- Reliable access to internet, printer, and software to create/open/print .docx and .pdf files
- *Canvas* Course Site: <https://redwoods.instructure.com/login/canvas>
- *Canvas* Phone App: <https://community.canvaslms.com/docs/DOC-4048>
- *Canvas* Student Orientation: <https://redwoods.instructure.com/courses/6781>
- Functioning CR Student Email and Google Account: <https://www.redwoods.edu/students/email>
- *Free* Microsoft Office 365 (includes Word): <https://www.redwoods.edu/Services/Office365>
- 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

## CAMPUS AND ONLINE RESOURCES

**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.

**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>

**LIGHT Center:** The (Learning Integrating Guidance with High Technology) Center provides individual and small group instruction for students needing academic assistance. Classes address difficulties in mathematical concepts, reading comprehension, writing skills and computer basics. Each unit requires 30 hours attendance during the semester. Study groups and peer tutoring may also be available in the LIGHT Center. See <https://www.redwoods.edu/dsps/DSPS-Home/LIGHT-Center>

**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, as well as several labs on the Eureka campus. For assistance with *Canvas* or *WebAdvisor*, contact the CR-Online Help Desk (<https://www.redwoods.edu/online/Help>), send an email to [its@redwoods.edu](mailto:its@redwoods.edu), or call (707) 476-4160 or (800) 641-0400, ext.4160, Monday-Friday, 8:00 am-4:00 pm.

**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.

## COURSEWORK REQUIREMENTS and GRADES

### Presence (25%)

Students will earn credit each week by complying with all Course and College Policies (see section below), including (but not limited to) the following:

- Arriving to class and conferences sober, rested, 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 session;
- Actively and appropriately engaging in all class sessions, workshops, discussions, and online activities.

Each tardy and failure to observe these policies will result in a 50% deduction to the daily **Presence** grade. *Students must attend 26 of 30 class sessions and the final exam period to pass the course.* Classroom activities require attendance, so it is impossible to make up missed sessions.

### Weekly Analysis and Reflection (25%)

Each week students will read and annotate selected texts from the course textbook *Writing About Writing* (WAW). Analytical reading responses (RR) associated with each assigned text and occasional reading quizzes (RQ) must be posted to *Canvas* or completed in class by the published deadline. In addition, each student will participate in a small Reading Wrangler (RW) group to prepare questions and guide the discussion of one course reading during the semester.

Students will also engage in ongoing metacognition through reflective journals (RFJ) that challenge students to synthesize content from 1) threshold concepts in *Writing About Writing*; 2) course learning outcomes; and 3) prior and developing writing knowledge. A culminating reflective journal will prompt students to reflect on reading, writing, research, and critical thinking skills developed throughout the semester; address academic dispositions, challenges, struggles; celebrate progress and success; and explore “knowing what we know” in this course.

### Essay and Research Units (50%)

Students will complete three academic essay/research units consisting of a series of assignments referred to as *The Writing Process*. These assignments may include prewriting, drafts, revisions, workshops, activities, exercises, research, conferences, as well as feedback from instructors, peers, and consultants. Minimum requirements to earn credit for each unit assignment are posted to *Canvas*.

- Unit 1: Literacy Sponsor Analysis (LSA)
- Unit 2: Discourse and Disciplinary Identity Project (DDI)

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

Collaborative writing is often the most successful writing—it is imperative that students take group and peer response activities seriously and approach them with dedication and professionalism. Not only are such activities worth a considerable portion of the course grade, but successful collaboration will result in stronger final drafts of essays. Students who have practice providing feedback to other writers become more adept at providing “feedback” to themselves to improve their own writing.

### Course Grades

Individual assignments must be uploaded to *Canvas* where they will be evaluated (complete/incomplete or points) and graded according to published requirements and rubrics. Students can monitor their own progress in the course by periodically checking their grades on *Canvas* and seeing me when they have questions. As per CR English Department policy, **extra credit is not available**. Course grades are earned by attending and participating in class and by successfully 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 at least 8 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 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 class. 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 a different section of English 1A.

Please visit the restroom, make phone calls, and print assignments before class. I call roll promptly at the beginning of the course session. 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 two days per week for two hours each session; therefore, four (4) absences are allowed for the entire semester. **A fifth (5th) 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.

### Participation and Preparedness

Participation and preparedness are essential in a 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.
- Thoroughly annotate all assigned readings and bring them to every class session
- 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 essays and other required assignments 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 (located in the 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.** Our *Canvas* site will not accept other file formats, and improperly formatted assignments will not receive credit. Essay drafts must be submitted online and also printed for in-class activities. I do not accept assignments via email, and I will not print assignments for students.

Reading and writing homework as well as class activities build on one another and emphasize cumulative learning; therefore, timely completion of assignments online and in preparation for class is essential to student success and to the success of the entire class.

*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

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.

## FINAL EXAM

Attendance and participation at the scheduled final exam period is mandatory. Students who fail to attend the final exam period and submit the Discourse and Disciplinary Identity Project in person will receive a course grade of “F”. The college has assigned our class the following final exam date and time:

**Thursday, May 14, 2020 | 1:00 – 3:00 PM | HU 114**

## 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-E8693: Student-Instructor Agreement Spring 2020

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, laptops, 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 drafts.
- I will submit assignments to *Canvas* in .doc or .docx file formats by published deadline and to the instructor in class in hard copy format when required.
- 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 course requirements.
- I understand that more than four absences during the semester is considered excessive by CR and that a **fifth (5th) 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 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, researching, 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 our *Canvas* site, 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 concerns and questions as necessary and appropriate when students email me through the *Canvas* email system.

Signed: \_\_\_\_\_ (Erin Sullivan) Date: January 21, 2020 .

# ENGL-1A-E6926: Canvas Navigation Guide

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This course uses many abbreviations for assignments, texts, and relevant terms to condense space on weekly schedules and in the gradebook. Consult this list when questions arise regarding abbreviations.

- DDI** Discourse and Disciplinary Identity Project (essay unit on *Canvas*)
- MUGS** Mechanics, Usage, Grammar, Sentence Structures (in-class or *Canvas* activity/assignment)
- LSA** Literacy Sponsor Analysis (essay unit on *Canvas*)
- PR** Peer/Partner Response (in-class or *Canvas* assignment)
- PRG** Peer Response Group (in-class or *Canvas* assignment)
- PW** Prewriting (in-class or *Canvas* assignment)
- RD** Rough Draft (*Canvas* assignment)
- RFJ** Reflective Journal (in-class or *Canvas* assignment)
- RLI** Reflective Letter of Introduction (*Canvas* assignment)
- RQ** Reading Quiz (in-class or *Canvas* assignment)
- RR** Reading Response (*Canvas* assignment)
- RVD** Revised Draft (*Canvas* assignment)
- RW** Reading Wrangler (in-class individual and collaborative assignment)
- WAW** *Writing About Writing, 4<sup>th</sup> edition* (textbook for ENGL 1A)
- WF** Working Folder (Google Drive folders for major assignments)
- WL** Writers Log (in-class assignment)
- WS** Workshop (in-class or *Canvas* assignment)

Other:



# ENGL-1A-E8693: Analytical Reading and Writing

## *Proposed Weekly Schedule*

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This schedule indicates a plan for the course and is subject to change; see the *Canvas* modules for detailed weekly schedules and due dates.

- Week 1**      Orientation to English 1A, Course Syllabus, The Rhetorical Situation  
Readings: Adler, Cisneros  
Assignments: Orientation Module, RLI, RFJ
- Week 2**      **Essay/Research Unit 1: Literacy Sponsor Analysis**  
Reading About Reading  
Readings: Brandt, Villanueva  
Assignments: RR/RFJ
- Week 3**      Literacy Sponsorship  
Academic Reading Strategies  
Readings: Brandt, various literacy narratives  
Assignments: RR/RW
- Week 4**      Drafting Our Literacy Sponsors  
Readings: Brandt, Lamott,  
Assignments: LSA RD & PR
- Week 5**      Revising Our Literacy Sponsors  
Readings: Celestine, Straub  
Assignments: LSA RVD & PR
- Week 6**      Reflection and Rhetorical Analysis  
Readings: Grant-Davie  
Assignments: LSA RFJ/RR
- Week 7**      **Essay/Research Unit 2: Discourse and Disciplinary Identity Project**  
Introduction to Discourse  
Readings: Gee, Klass  
Assignments: RR/RFJ
- Week 8**      Discourse Communities and Communities of Practice  
Readings: Johns  
Assignments: RR/RFJ

## Spring Break: March 15-21, 2020

- Week 9** Primary Research and Secondary Research  
Readings: WAW  
Assignments: RR/RFJ, Interview Questions
- Week 10** Genre Research  
Readings: WAW Genre  
Assignments: RR/RFJ
- Week 11** Integrating Sources and IMRAD  
Readings: Stedman, Greene  
Assignments: DDI AnnBib
- Week 12** Peer Response and Revision: Discourse Communities  
Readings: WAW  
Assignments: DDI RD & PR
- Week 13** **Essay/Research Unit 3: Reflective Portfolio Introduction**  
Readings: WAW  
Assignments: DDI RVD & PR
- Week 14** Reflection and Revision: Looking Back at the Semester  
Readings: Previous work  
Assignments: RI RD & Revision Workshops
- Week 15** Preparing the Writers Portfolio  
Readings: Previous work  
Assignments: RI RVD & Revision Workshops
- Week 16** **Finals Week**  
Assignments: Final Drafts of RI and DDI Project