

**Course Information**

Semester & Year: Spring 2020

Course ID & Section #: ENGL-1A-K8701

Instructor's name: Laura P. Lane

Day/Time: Monday/Wednesday 12:00pm-2:05pm

Location: HTEC- Klamath Trinity, Room 1

Number of units: 4

**Instructor Contact Information**

Office location:

Office hours:

Email address: Laura-Lane@redwoods.edu

**Required Materials**

Textbook title: *Writing About Writing: A College Reader*

Edition: 3rd

Author: Elizabeth Wardle, Douglas Downs

ISBN: 9781319032760

Textbook title: *They Say / I Say*

Edition: 4th

Author: Cathy Birkenstein, Gerald Graff

ISBN: 9780393631678

Other requirements: Students must be able to access and navigate the course learning website (Canvas) associated with this course, open and download files, use a word processing program (Microsoft Word and/or Google Docs) to create and format documents, and submit files to assignment drop boxes on Canvas in .docx or PDF format. Additionally, students should bring either a notebook or loose-leaf paper and a writing utensil to every class meeting for in-class assignments.

**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 documentation.

**Course Student 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.

**Prerequisites/co-requisites/ recommended preparation**

Co-requisite: ENGL-1S

**Evaluation & Grading Policy****Letter Grade Breakdown**

A (100-93%) / A- (92-90%): Fulfills all requirements and exceeds expectations.

B+ (89-87%) / B (86-83%) / B- (82-80%): Fulfills requirements and meets expectations.

C+ (79-77%) / C (76-73%) / C- (72-70%): Fulfills most requirements and meets some expectations.

D+ (69-67%) / D (66-63%) / D- (62-60%): Fulfills some requirements; does not meet expectations.

F (59-0%): Does not fulfill requirements and does not meet expectations

### **Assignment Breakdown**

**In-class Assignments 10%**

**Reading Responses 15%**

**Essays 60%**

**Final Project 15%**

#### *In-Class Assignments*

All assignments that take place in class fall under this category. The grading for in-class assignments will be reflected in the "Participation & Engagement" assignments on Canvas. These are graded on a credit/no credit basis, which is to say that if you are present and actively engaged you will receive full credit for the assignment(s).

#### *Reading Responses (150 word minimum)*

Prompt-driven writing assignments that call for you to engage with assigned readings by synthesizing, analyzing, and responding to key writing concepts. Unless otherwise stated, all reading responses will have a 150-word minimum. In order to be successful in this course, you should read thoughtfully (rhetorically) and construct meaningful reading responses that demonstrate your developing understanding of foundational writing concepts.

#### *Expectations for Reading Responses*

There will be ten reading responses assigned throughout the semester. As mentioned above, I expect reading responses to demonstrate your developing understanding of the concepts we explore in this course. You absolutely should give me a detailed response. One where I can see you summarizing information from the reading, analyzing concepts from the course, and applying those concepts in real world examples. Think of your responses as a contribution to the ongoing conversation on these writing concepts.

#### *Essay 1: Literacy Narrative (1,000 word minimum)*

You will be asked to examine your own literacy history, habits, and processes. The purpose of this inquiry is to get to know yourself better as a reader and writer.

#### *Essay 2: Discourse Community Ethnography (1,200 word minimum)*

You will be asked to investigate a discourse community within your own local community. The purpose of this inquiry is to collect and analyze data about a given community while also examining how that community uses texts to mediate activity.

#### *Essay 3: Argumentative Research Paper (1,500 word minimum)*

You will be asked to choose a topic that interests you to research and draft an argumentative paper about the topic. The purpose of this inquiry is to practice inquiry driven research.

#### *Timed Write Practice (250 word minimum)*

You will be asked to reflect on your writing strategies in a timed setting (60 minutes). At this point in the semester, you will have written two essays. Although this is a practice exam intended to prepare you for the final timed write, the prompt will appear on the practice exam exactly as it will appear on the final.

### *Timed Write Final (500 word minimum)*

You will be asked to reflect on your writing strategies in a timed setting (60 minutes). At this point in the semester, you will have completed three essays, but be nearly finished with your fourth essay assignment. Your final reflection should focus on your writing strategies to date.

### *Final Project*

There are three components to the final project:

1. Essay 4
2. Timed Write Final
3. Presentation (5-10 min. minimum).

Essay 4 is not a brand new prompt-driven essay. Instead, you will be asked to revisit one of the three essays you have written in this course and further revise one of the three drafts. This assignment will challenge you to further revise an already polished essay. Once we have reached finals week, you will present to the class about your essay, the revisions you made, and update us on your relationship with writing.

### *Additional Credit Opportunities*

Canvas Discussion Threads (2 responses minimum)

After several class meetings, canvas discussion threads will be made available on Canvas for our classroom community to contribute to for additional credit. Less high-stakes than a reading response, a Canvas discussion thread post is a opportunity for you to voice an opinion, share frustrations and/or confusions, and pose questions for your classmates. To earn the full two additional credit points, you must respond to two of your classmate's discussion posts.

### Writing Lab Assistance

Students that seek to earn additional credit may also seek assistance with the drop-in Writing Lab, which is a resource that all CR students have access to and should be utilized even if students are not seeking additional credit. If you go to the Writing Lab, please have the instructor you are working with on your writing sign somewhere on the assignment you brought in and bring the paper back to me for five additional credit points.

### **Timed Writes (Exams)**

There will be two timed writing exams during the duration of this course. As mentioned earlier, the first is a practice exam and the second exam is a piece of your final project. I will be proctoring these exams, as they will take place during class time and in our classroom; however, if you foresee needing an alternative setting for these exams I am able to make accommodations.

### **Canvas Information**

This course will be utilizing Canvas frequently, and while we will explore our course's Canvas page in depth in class, you may need to reference the information below throughout the semester.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

### **Policies and Practices**

Institutional Policies

### 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:

- Klamath-Trinity: 530-625-4821 Ext 103

### Student Access

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 me immediately.

### Admissions deadlines & enrollment policies

Fall 2019 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. 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](#).

### **Policies for this Class**

#### **Class participation and Attendance policy**

Attendance and class participation go hand in hand. Every class meeting there will be in-class assignments and activities that you will be unable to participate in if you were not to attend class. That is, in order to be successful in this course you should endeavor to be present as much as possible and be prepared to engage with the course material always. If you foresee that you will not be able to attend class, do try to notify me ahead of time. You will still be expected to catch up and turn in assignments if you do happen to miss class for any reason.

#### **Student feedback policy**

All larger, more extensive assignments (e.g. essays, reading responses, and timed writes) will receive written feedback. Feedback will be available on Canvas. Depending on the length of the assignment, my feedback will be available one to two weeks after the assignment due date. I endeavor to give quality feedback to each student, which is why I need adequate time to respond to your work. Your patience and flexibility will be much appreciated as we move forward in the semester.

Other assignments in the course that are completed within a class session will not receive written feedback; however, if you need clarification on the grade you earned or would like to speak with me about specific assignments I encourage you to reach out to me!

#### **Communication Guidelines**

As your instructor, I want to establish an open line of communication from day one. General rule of thumb: if you have a question or concern please voice it to me either in class, after class, or through Canvas. I prefer messages through Canvas as opposed to e-mails to my redwoods.edu e-mail. While I will communicate with you through both modes, if you seek to reach me more immediately, I highly encourage you to do so through Canvas as my response time will be quicker.

For all communications, I will ask that you give me one business day to respond.

#### **Late Work Policies**

Late work will not be accepted unless arrangements for an extension were made in advance (2 days prior to the assignment due date). I understand life happens and very often, we find ourselves overwhelmed at the most inopportune of times; however, deadlines should be respected when possible, and in order to provide quality, timely feedback I must receive work on time or be given notice that work will be late.

To request an extension, I ask that you do the following:

Utilizing your Canvas messaging, draft a message to me with "Extension [Assignment Name]" in the subject line. In the body of your message explain the situation and then tell me your plan. Do you plan to turn it in tomorrow? Two days? Do you need an additional week?

This information will help me to negotiate with you a revised due date that will fit within both of our schedules. Keep in mind, extensions are granted on a case-to-case basis. I may not always be able to grant an extension. Further, I will not grant an extension after the due date has passed.

*Important: Extensions should be petitioned for through Canvas and not through e-mail. Refer to our communication guidelines.*

### **Classroom Community Guidelines**

- ❖ 1. Be Kind & Respectful
- ❖ 2. Confidential & Mindful of what Classmates Share in Class
- ❖ 3. Ask Questions Whenever You Need To Do So
- ❖ 4. Give Constructive Feedback, NOT Criticism
- ❖ 5. Maintain an Open Mind
- ❖ 6. Don't Talk Over One Another
- ❖ 7. Turn Cellphones on Silent
- ❖ 8. Arrive On Time as Much as Possible
- ❖ 9. Help One Another Out, if Possible
- ❖ 10. (Instructor) Give detailed instructions for all assignments

### **Information for this Class**

#### **Klamath Trinity 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:

1. Evaluate the impact the emergency on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
4. If safe to do so, notify key Klamath-Trinity Instructional Site administrators and personnel.
5. Do not leave site, unless it is necessary to preserve life and/or has been deemed safe by the person in command.
6. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.

### **Class Schedule (Subject to Change)**

Week 1: Threshold Writing Concepts: Why Do Your Ideas about Writing Matter

**DUE: Reading Response 1 (01/26/2020).**

Weeks 2-4: Literacies: How is Writing Impacted by Our Prior Experiences

**DUE: Reading Response 2 (02/02/2020), Reading Response 3 (02/09/2020), Essay 1 Developmental Draft (02/19/2020), Peer Response Reflection (02/23/2020), and Essay 1 Polished Draft (02/23/2020).**

Weeks 5-8: Individual in Community: How Does Writing Help People Get Things Done?

**DUE: Reading Response 4 (03/01/2020), Reading Response 5 (03/08/2020), Timed Write Practice (03/11/2020), Essay 2 Developmental Draft (03/25/2020), Peer Response Reflection (03/29/2020), and Essay 2 Polished Draft (03/29/2020).**

Weeks 9-13: The Processes of Inquiry Driven Research: How Writing Can Be Purposeful.

**DUE: Reading Response 6 (04/05/2020), Reading Response 7 (04/19/2020), Reading Response 8 (04/26/2020), Essay 3 Developmental Draft (04/29/2020), Reading Response 9/Peer Response Reflection (05/03/2020), Essay 3 Polished Draft (05/03/2020).**

Weeks 14-15: Revision/Finals

**DUE: Timed Write Final (05/06/2020), Essay 4 (05/15/2020), and final presentation (TBA).**