

## Course Information

Semester & Year: Fall 2020

Course ID & Section #: ENGL 1A E9715

Instructor's name: Jonathan Maiullo

[if synchronous] Day/Time of required meetings: N/A

[if in-person] Location: N/A

[if needed] Number of proctored exams: N/A

Course units: 4

## Instructor Contact Information

Office location or \*Online: Online (Canvas)

Office hours: TBD

Phone number: (517) 474-2219

Email address: jonathan-maiullo@redwoods.edu

## 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.

## Prerequisites/co-requisites/ recommended preparation

N/A

## Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.

College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

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

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

## Support for online learners during COVID-19

In response to COVID-19, College of the Redwoods moved the majority of its courses online to protect health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let me know about any specific challenges or technology limitations that might affect your participation in class. I want every student to thrive.

## Evaluation & Grading Policy

- **Assignments and grade break down (a 'C' grade, or over 70%, is required to pass ENGL 1A)**
- **Thought questions** (10% of grade): Each lecture poses a question for student consideration. Responses for these questions will be a double-spaced page in length and will show evidence of critical consideration of class concepts. Successful answers will refer to previous class concepts.

**Occasionally, these questions will be answered *as a group*. Students choose their groups, meet and take notes on their discussion. A randomly assigned group leader will decide meeting time, compile and submit notes for the group.**

- **Reading Responses:** (10% of grade) will take the following format:

Important quote from reading	What you understand this quote to mean	What other thing it makes you
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At the beginning of the semester, you will be assigned to a reading response group. You will share your ideas within this group throughout the term. Sharing your thoughts with a group will allow you to make your learning meaningful as you work together to discuss texts and the resulting ideas.

Reading responses will be due ea. Thursday by 11:59 pm. To receive full credit, you must respond to one of your peers' responses after you post your response.

Respond to one (r more) of your peers. Do **one** of the following:

- **Agree or disagree** with the post and explain why you agree or disagree.
- **Expand** on your classmate's post to demonstrate that you understand the topic.
- **Reply** to a question posed by one of your classmates or by the instructor and support your statements with sources from the text.
- **Ask** a probing question or ask your classmate for a clarification or an explanation of a point made in the post.
- **Share** an insight or something you learned from reading your peer's posting or from your other reading.
- **Explain** how someone's post helped you understand the material or made you rethink your own views.

When responding to peers, please abide by the following:

- |   |                     |  |                         |
|---|---------------------|--|-------------------------|
| 1. Read the whole entry before responding | 2. Be curious       | 4. Read over your response <u>before</u> | hitting 'submit'        |
|   | 3. Forgive mistakes |  | 5. Justify your opinion |

### Readings:

The most important feature of a class reading is demonstration of a rhetorical concept, either used well or poorly. In addition, I have chosen readings which I believe introduce a subject for consideration, that is they 'enter the conversation' on an issue, providing a new way of looking at this issue. Please note, I don't choose readings that reflect

my own beliefs on issues. In fact, I quite disagree with some of them. Our reading should make us a little uncomfortable or we're not challenging ourselves. It's the model they provide for writing I focus on.

- **Writing Assignments** (50% of grade): These consist of the essays we will write for this class and their components, like, theses or references, which in some cases we will complete independent of the essay.

### **Essays:**

*College-level writing assignments are written in MLA format, with header, 12-pt. font, double-spaced, essays not in this format will not be marked down.*

1. **Essay 1:** Consider a discourse community for which you were once an outsider. What were the rules of communication you didn't understand? How did you come to understand them? How did coming to understand these rules permit you insider status?
  2. **Essay 2:** Explain an important moment in your development of literacy either in English or in another language. The primary purpose of this essay is to communicate the importance of this moment to your audience. How can you explain why this moment is significant to your audience? What details and background information will be important? What needs to be defined?
  3. **Essay 3:** This research essay defines an issue and responds to it. To be successful, study the discussion of this subject. Avoid merely restating points which have already been made, but advance the discussion. Include the opposing view's arguments and respond to them with refutation. Provide evidence for your arguments and vary your rhetorical appeals.
  4. **Essay 4 or the Final Essay:** will be the revised essay of your choice, not necessarily from this class and a metacognitive consideration of your revision process. Choose an essay you wish to revise considering what you've learned this semester. Keep a log of your revision process. Post the original and revised essay as well as your metacognitive consideration of the revision process and sign up for a final writing conference to discuss your revision and reflection process.
- **Weekly Reflection Journals** (10% of grade): Monitor your learning by considering the week's instruction concept in any way you'd like. These reflections will take the form of blog entries. There is no suggested format. This is your opportunity to connect with the class content in your own way. The only thing I ask is that you consider your audience. Use text, video, image, art, music or any medium you're comfortable with as long as your message is clear to the audience.

As I'm also a learner in this class, I will maintain my own blog for this class and will post a reflection every week.

- **Writing Conferences** (10% of grade): Four required conferences per semester—you choose a time during the week when it's convenient for you. The purpose of these conferences is to discuss your writing, to celebrate your strengths as a writer and to consider anything that needs revision. Please have a writing assignment ready to consider during these conferences and answers for the questions which will be provided prior to the conference. Conferences will last no more than 15 minutes.

- **Activities** (10% of grade): Means of interacting with course concepts outside of writing assignments: these include syllabus questions, writing activities, *They Say / I Say* tutorials and visits to the Writer Center

## Admissions deadlines & enrollment policies

### Fall 2020 Dates

- *Classes begin: 8/22/20*
- *Last day to add a class: 8/28/20*
- *Last day to drop without a W and receive a refund: 9/4/20*
- *Labor Day (all-college holiday): 9/7/20*
- *Census date: 9/8/20 or 20% into class duration*
- *Last day to petition to file P/NP option: 9/18/20*
- *Last day to petition to graduate or apply for certificate: 10/29/20*
- *Last day for student-initiated W (no refund): 10/30/20*
- *Last day for faculty initiated W (no refund): 10/30/20*
- *Veteran's Day (all-college holiday): 11/11/20*
- *Fall break (no classes): 11/23/20-11/28/20*
- *Thanksgiving (all-college holiday): 11/25/20-11/27/20*
- *Final examinations: 12/12/20-12/18/20*
- *Semester ends: 12/18/20*
- *Grades available for transcript release: approximately 1/8/21*

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](#).

## 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 inclusive and respectful.

## Setting Your Preferred Name in Canvas

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](#).

## Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

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>

## Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

## 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](mailto: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.

### Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information see the [Redwoods Public Safety Page](#).

### 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:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. 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.
5. 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.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

## **Klamath Trinity Campus Emergency Procedures**

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
  - a. Dial 911, to notify local agency support such as law enforcement or fire services.
  - b. If safe to do so, notify key administrators, departments, and personnel.
  - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
  - d. Contact Jolene Gates 530-625-4821 to notify of situation.
  - e. Contact Hoopa Tribal Education Administration office 530-625-4413
  - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
  - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
  - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
  - c. Close all window curtains.
  - d. Get all inside to safe location Kitchen area is best internal location.
  - e. If a police officer or higher official arrives, they will assume command.
  - f. Wait until notice of all is clear before unlocking doors.
  - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
  - h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

## **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](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

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



# 1. Welcome to English 1A/1S

I'm glad you're here. This class will ask you to consider your identity as a writer and what you'd like your writing to do. Furthermore, this class will challenge your perception of what writing is. To be successful writers, we must break from the notion that writing is about such arbitrary things as word count, formatting and number of citations. Good writing is a concept that comes as much from you as from the culture around you. What constitutes 'good writing' is judged differently in Taiwan, Iran or even in the US 100 years ago. Consider the following piece of 'good writing' from a 19<sup>th</sup> century scientist:

*The organs of the brain that may become ill in isolation or in complex get their activities infected through energy, or depression, or inertia or deficiency. So the madness can take the appearance of these three characteristic forms; i.e. for enhanced activity, or for depressed activity, or for inertia or deficiency of brain activities.*

Not only the content, but the way it is written would be considered incorrect today. "Get their activities infected" is confusing and in passive voice and we would agree now that the brain is one organ. And, of course, no one becomes 'ill' from an 'infection through energy'. But we once saw this is perfectly acceptable. And, it follows, that a lot what we see as acceptable in writing today will seem absurd in the future.

What's important to consider is that the standards of 'good writing' change, but that the *function* of good writing doesn't. When you write well, your writing does something: it inspires, it provokes, it engenders, it pushes someone to act or it demonstrates the truth in something, perhaps while exposing the faulty premise of something else. What I want you to think about, above all in this class, is what you want your writing to do. As long as we're focused on this, we'll make progress in our writing because we'll have purpose.

When considering past writing, this purpose is what we look at. The best writing has it clearly. When writers wrote on the rights of women 200 years ago, conditions for miners in northern England 90 years ago or African Americans in the Jim Crow era, they wrote with a purpose in mind. And today we judge their writing based on how clearly they expressed that purpose. No one considers how many paragraphs the Gettysburg Address is; they consider how clearly it makes its point. I want you to think about your writing the same way: What point are you getting across?

Finally, it's important that you understand that no one is born a good writer. The act of writing helps us to think—we'll cover this idea in class—so every writing on a subject you care about requires revision. To excel in this class and in your writing in general, you will leave behind the notion that anything can be written well the first time. All good writing is done over time.

These ideas may be new and it will take a while to become accustomed to them, but that's why we've got four months to work them out. The most important thing for you to know is that I am here solely to help you. That's right. I'm not here to give you a grade or to enforce rules of today's notion of 'good writing' but rather to help you discover your purpose in writing. I look forward to it.

Jonny Maiullo

**Please note, online modules will unlock each Saturday night at 11:59pm**

Week and unit	Concept/Learning Goals	Reading (for this week)	Writing Assignment	Activities
0	Class Introductions	Syllabus	Create Reflection Journal	Share a song and what you think it says about you.



Week and unit	Concept/Learning Goals	Reading (for this week)	Writing Assignment	Activities
	<p>-Syllabus review and response</p> <p>- Understand and create discourse community</p> <p>-Consider our goals for this class</p> <p>-Share expectations</p>		<p>and answer: "What do you hope to learn from this class?"</p>	<p>Answer questions for syllabus</p> <p>Buy textbook and download Microsoft Word for <u>free</u> at: <a href="https://www.microsoft.com/en-us/education/products/office">https://www.microsoft.com/en-us/education/products/office</a></p> <p><b>Sign up for Zoom session to introduce your song and meet classmates</b></p>
<p><i>You already know how to write, but for the anxiety of it. In this class you will develop your writing identity.</i></p>				
<p><b>Unit 1:</b> <b>Good writing is clear</b>  1 Aug 24-30</p>	<p><b>Introduction- basic concepts for writing</b></p> <p>-To introduce discourse communities and insider and outsider positions within them.</p> <p>-To introduce 'threshold concepts' -</p> <p>To understand how audience and writer may understand words</p>	<p><i>Naming What We Know 1.4</i></p>	<p>Essay 1 rough: Consider an instance when you were an "outsider" to a discourse community. What rules of the community did you have to understand to become an "insider"?</p>	<p>Thought question: "What is necessary for academic writing"</p> <p>Consider the 'rules' for academic writing you know and <i>why</i> you do them.</p>

Week and unit	Concept/Learning Goals	Reading (for this week)	Writing Assignment	Activities
	<p>differently and how to write with these concepts in mind.</p> <ul style="list-style-type: none"> <li>-Apply these concepts to our writing.</li> </ul>			
<p>2 Aug 31- Sept. 6</p>	<p><b>Making meaning clear</b></p> <ul style="list-style-type: none"> <li>- Understand writing as a social activity with mediated meaning</li> <li>-Address common misconceptions on academic writing (Orwell)</li> <li>-Utilize the concept: Writing communicates to an audience</li> <li>-Revise written work with a goal</li> <li>-Address common mechanical errors</li> </ul>	<p>Politics and the English Language; <i>Naming What We Know</i> 1.0</p>	<p>Edit your rough draft considering your interpretation of Orwell's rules</p> <p><b>Essay 1 revised</b></p>	<p>Thought Question: Record yourself speaking on a subject and transcribe—consider how this differs from your usual writing. What rules can you deduce?</p> <p>Quiz on mechanical errors</p>

Week and unit	Concept/Learning Goals	Reading (for this week)	Writing Assignment	Activities
3 Sept. 7-13	<b>Writing requires revision</b> -Interpret what it means for you writing that 'writing can't be learned once and for all' -Explore how writing processes vary by discourse community -Evaluate the statement that 'all good writers revise' -Justify the idea that revision is not punitive -Reflect on your own developing writing process	Shitty rough drafts; <i>Naming What We Know</i> 4.0; 4.4	Rereading revised draft, what do you notice now that you've edited the assignment and turned it in—it's safe, it's done, the anxiety of creation is gone. Edit with a level head. <b>Sign up for 1<sup>st</sup> writing conference</b>	Reflection Journal question: What did you learn from this process?  <b>Group Thought Question:</b> Consider these authors' routines. What ideas could you use for drafting?  <a href="https://medium.com/the-mission/the-daily-routine-of-20-famous-writers-and-how-you-can-use-them-to-succeed-1603f52fbb77">https://medium.com/the-mission/the-daily-routine-of-20-famous-writers-and-how-you-can-use-them-to-succeed-1603f52fbb77</a>
Unit 2: Good writing requires revision 4	<b>Writing (and Reading) aren't Natural (Academic Reading)</b> -Consider the rules we have	Learning to Read; <i>Naming What We Know</i> 1.6; Essay 2 Example	Essay 2 rough draft. Literacy Narrative: Consider what your audience	Annotate the Malcolm X reading—what details are important? How does Malcolm X explain the significance of this moment for his reader?

Week and unit	Concept/Learning Goals	Reading (for this week)	Writing Assignment	Activities
Sept. 14-20	<p>created for communication</p> <ul style="list-style-type: none"> <li>-Analyze a text and organize what you read</li> <li>-Consider how outsiders become insiders through decoding a text</li> <li>-Apply the metacognitive funnel to your reading</li> <li>-Use annotations to decode a reading</li> <li>-Explore what is communicated in your writing. What insider status do you have?</li> </ul>		<p>needs to know to understand this situation—how did you learn to read, write or understand English or another language?</p>	
5 Sept. 21-27	<p><b>Audience and Purpose: The Ouroboros</b></p> <ul style="list-style-type: none"> <li>-Consider how language is limited in</li> </ul>	<p><i>Naming What We Know 2.1</i> and Letter from a Birmingham Jail</p>	<p>Define the audience for your essay and what you want them to do/think/feel—attach</p>	<p>Group Thought Question: Watch “How Can we Win?” Determine audience, purpose and compare to “Letter from a Birmingham Jail’ how have these changed in the message for equality. Why?</p>

Week and unit	Concept/Learning Goals	Reading (for this week)	Writing Assignment	Activities
	expression of a world - Understand the connection between audience and purpose in writing -Analyze concepts of audience and purpose and how they result in meaning and use them in writing -Consider how one community communicates with another and how a message changes over time		this to Essay 2 as a header if this isn't clear, revise	
6 Sept. 28- Oct. 4	<b>Genres: habitual responses to reoccurring social situations:</b>  -Explore writing as a heuristic and evaluate how it	<i>Naming What We Know</i> 1.1, 2.2 <i>Beautiful Struggle</i> excerpt to pg. 50 <a href="http://1.droppdf.com/files/U7FSZ/the-beautiful-struggle-ta-nehisi-coates.pdf">http://1.droppdf.com/files/U7FSZ/the-beautiful-struggle-ta-nehisi-coates.pdf</a>	Essay 2 revised draft due  <b>Sign up for Second Writing Conference</b>	What knowledge did you generate in writing Essay 2? How did you adhere to genre conventions?

Week and unit	Concept/Learning Goals	Reading (for this week)	Writing Assignment	Activities
	<p>makes knowledge</p> <ul style="list-style-type: none"> <li>- Understand that <i>relatively</i> stable conventions constitute genre</li> <li>-Explore how conventions create knowledge</li> </ul>			
<p><b>Unit 3:</b> <b>Good writing responds to an audience</b>  7 Oct. 5-11</p>	<p><b>Rhetorical Appeals: Balance the triangle</b></p> <ul style="list-style-type: none"> <li>- Understand the rhetorical situation and how it exists in a discourse community</li> <li>-Evaluate how writers make different persuasive moves</li> <li>-Analyze the statement that knowing these moves helps readers to</li> </ul>	<p>“Subway Odyssey”  <a href="https://www.nytimes.com/1982/01/31/magazine/subway-odyssey.html">https://www.nytimes.com/1982/01/31/magazine/subway-odyssey.html</a>  Rhetorical Appeals handout</p>		<p><b>Group</b> Thought Question: Define one example of each of Theroux’s appeals</p> <p>Rhetorical Appeals Quiz</p>

Week and unit	Concept/Learning Goals	Reading (for this week)	Writing Assignment	Activities
	decode the text -Discuss a text using the rhetorical situation			
8 Oct. 12-18	<b>Entering the discussion</b> -Analyze how one community responds to another -Explore how response creates structure in writing -Revise an argument to incorporate a response -Utilize templates to write a response to an issue in a community	TSIS Intro and 1, "What you Eat is your Business"	Use a template to respond respectfully to an idea on (social) media you disagree with.	<i>They Say / I Say</i> (TSIS) Module 1  Thought Question: from what you've read, how would you define the "basic moves of academic writing"? Structure: Explain opponent's view, state your position, <i>in relation</i> , respond to opponent's views one-by-one
9 Oct. 19-25	<b>Writing a Thesis— one way to organize writing:</b> - Understand how a thesis organizes a response to an issue in a	"How Italians Became White" <a href="https://www.nytimes.com/interactive/2019/10/12/opinion/columbus-day-italian-american-racism.html">https://www.nytimes.com/interactive/2019/10/12/opinion/columbus-day-italian-american-racism.html</a> Essay 3 example,	Use your (social) media response to <i>draft</i> a thesis	Identify the thesis in Essay 3 example



Week and unit	Concept/Learning Goals	Reading (for this week)	Writing Assignment	Activities
	discourse community -Identify components of a thesis -Organize a response to an issue with a thesis -Consider the rhetorical situation as a response to an issue in a discourse community -Evaluate an example for cogent use of thesis			
10 Oct. 26- Nov. 1	<b>Research</b> -Consider research as a response -Explore research organization -Consider MLA conventions as being recorded discourse community code for communication -Create a bibliography to respond to an issue	TSIS 2 and 3 <i>Naming What We Know 2.3</i> MLA handout	Annotated Bibliography for Essay 3 with quotes and frame one quotation	Modules for TSIS 2 and 3 Video on hanging indents <a href="https://www.youtube.com/watch?v=FBv7gWpOiP4">https://www.youtube.com/watch?v=FBv7gWpOiP4</a>

Week and unit	Concept/Learning Goals	Reading (for this week)	Writing Assignment	Activities
	considering rhetorical situation -Analyze and interpret quotes -Use the research arc to craft a response			
11 Nov. 2-8	<b>Naysayer</b> -Consider the purpose of a counterpoint in argument; how does it satisfy the community you are communicating with? -Identify counterpoint and refutation as a way to enter into discourse -Analyze an argument without a counterpoint and create one. -Revise your argument to include a counterpoint and refutation	TSIS 6 and "Organ Sales will Save Lives"	Group Thought Question Reread Balco and write a counterpoint he's neglected	Module for TSIS 6 Read a thesis and respond with multiple counterpoints Respond to three opposing points and refute, then choose the best argument and state why.

Week and unit	Concept/Learning Goals	Reading (for this week)	Writing Assignment	Activities
	-Consider theses of peers and suggest counterpoints			
12 Nov. 9-15	<b>Kairos (the hidden appeal) and Who Cares?</b> -Explore the concept of timing and what it means for writer identity and audience -Discuss how context can be used for persuasion -Use ‘the opportune time’ in your argument -Consider: Why does your argument matter? Why are you responding this way?	TSIS 7 and “Don’t Blame the Eater”	Write a ‘so what’ and ‘who cares’ add them to introductory <b>Essay 3 rough draft</b>	Module for TSIS 7 Complete for your topic: “In an increasingly ___ world ___ has the attention of ___” Sign up for Writing Conferences
13 Nov. 16-22	<b>Structure and transitions: creating flow in</b>	TSIS 8 and “Blue Collar Brilliance” Consumerism Minus Civilization” <a href="https://www.salon.com/2011/11/25/black_friday_consumerism_minus_civilization/">https://www.salon.com/2011/11/25/black_friday_consumerism_minus_civilization/</a>	Highlight your transitions in Essay 3	Module for TSIS 8 <b>No thought question this week</b>

Week and unit	Concept/Learning Goals	Reading (for this week)	Writing Assignment	Activities
	<p><b>your writing:</b></p> <ul style="list-style-type: none"> <li>- Understand how structure clarifies meaning</li> <li>- Consider different structures and when they are best used</li> <li>- Revise for structure</li> <li>- Relate the flow of speech to the flow of good writing</li> <li>- Contrast transitions</li> </ul>			
<b><i>Autumn Break</i></b>				
<p><b>Unit 4:</b> <b>Good writing results from reflection and identity</b>  14 Nov-30 Dec. 6</p>	<p><b>Identity in writing</b></p> <ul style="list-style-type: none"> <li>- Reflect on the norms of academic writing</li> <li>- Understand that learning to write is ongoing and involves ideological immersion</li> </ul>	<p><i>Naming What We Know</i> 3.1 and 3.2 and Murray "All Writing is Autobiography"  <a href="http://www.umsl.edu/~alexanderjm/AllWritingisAutobiography.pdf">http://www.umsl.edu/~alexanderjm/AllWritingisAutobiography.pdf</a></p>	<p>Revised Essay 3 due</p>	<p>Define rules for college-level writing. In what way are they at odds with your identity?</p>

Week and unit	Concept/Learning Goals	Reading (for this week)	Writing Assignment	Activities
	<ul style="list-style-type: none"> <li>-Consider how rules become internalized and shape our identities</li> <li>-Consider how writing conventions overlap with identity</li> <li>-Explore the concept of defining conventions which must change</li> </ul>			
15 Dec. 7-13	<p><b>Reflection and final conferences</b></p> <ul style="list-style-type: none"> <li>- Understand that all good writers reflect and this reflection is critical for development</li> <li>- Understand that reflection is metacognition which help writers decode</li> </ul>	<i>Naming What We Know</i> 5.4	Final Essay assigned	<p>How has your writing process changed? What does it look like? What will you look for in your writing to revise? What can transfer between types of writing?</p> <p>Return to your first reflection journal entry and respond to it</p>

Week and unit	Concept/Learning Goals	Reading (for this week)	Writing Assignment	Activities
	<p>their own writings (understand why you've made the choices you have and consider them for effectiveness)</p> <p>-Reflect on your writing and consider what this reflection reveals</p>			
<p>Finals Week Dec. 14-20</p>	Final	<p>Writing Conferences</p> <p>Final Essay due one day before your writing conference</p>	Address "What I hoped to learn from class" Did you learn it?	Class Survey

**Ideas about writing you will be introduced to in class:**

Writing is both a subject and an activity. It creates knowledge, creates an audience, is not natural, is linked to identity, requires practice and reflection, gets meaning from other writing.

Writing is about understanding your audience rather than telling them what you think.

Writing isn't specifically about making the right word choice nor is it a longer, more difficult way of communicating than speaking.

**Weekly Order of Canvas assignments** (and suggested timeline for completion):

1. Readings (Complete by Tuesday)
2. Reading response (Complete by Tuesday) **First Entry due Thursday**
3. Asynchronous discussion and thought question (Complete by Wednesday)
4. Writing assignment + activity (Complete by Friday)

5. Reflection Journal (Complete by Sunday)

**All weekly assignments due Sunday by 11:59**

**Except reading responses due Thursday, responses due Sunday**

**Assignments and grade break down (a 'C' grade, or over 70%, is required to pass ENGL 1A)**

- **Thought questions** (10% of grade): Each lecture poses a question for student consideration. Responses for these questions will be a double-spaced page in length and will show evidence of critical consideration of class concepts. Successful answers will refer to previous class concepts.  
Occasionally, these questions will be answered **as a group**. Students choose their groups, meet and take notes on their discussion. A randomly assigned group leader will decide meeting time, compile and submit notes for the group.

- **Reading Responses:** (10% of grade) will take the following format:

Important quote from reading	What you understand this quote to mean	What other thing it makes you
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At the beginning of the semester, you will be assigned to a reading response group. You will share your ideas within this group throughout the term. Sharing your thoughts with a group will allow you to make your learning meaningful as you work together to discuss texts and the resulting ideas.

Reading responses will be due ea. Thursday by 11:59 pm. To receive full credit, you must respond to one of your peers' responses after you post your response.

Respond to one (r more) of your peers. Do **one** of the following:

- **Agree or disagree** with the post and explain why you agree or disagree.
- **Expand** on your classmate's post to demonstrate that you understand the topic.
- **Reply** to a question posed by one of your classmates or by the instructor and support your statements with sources from the text.
- **Ask** a probing question or ask your classmate for a clarification or an explanation of a point made in the post.
- **Share** an insight or something you learned from reading your peer's posting or from your other reading.
- **Explain** how someone's post helped you understand the material or made you rethink your own views.

When responding to peers, please abide by the following:

6. Read the whole entry before responding

7. Be curious  
8. Forgive mistakes

9. Read over your response before

hitting 'submit'  
10. Justify your opinion

**Readings:**



The most important feature of a class reading is demonstration of a rhetorical concept, either used well or poorly. In addition, I have chosen readings which I believe introduce a subject for consideration, that is they 'enter the conversation' on an issue, providing a new way of looking at this issue. Please note, I don't choose readings that reflect my own beliefs on issues. In fact, I quite disagree with some of them. Our reading should make us a little uncomfortable or we're not challenging ourselves. It's the model they provide for writing I focus on.

- **Writing Assignments** (50% of grade): These consist of the essays we will write for this class and their components, like, theses or references, which in some cases we will complete independent of the essay.

**Essays:**

*College-level writing assignments are written in MLA format, with header, 12-pt. font, double-spaced, essays not in this format will not be marked down.*

5. **Essay 1:** Consider a discourse community for which you were once an outsider. What were the rules of communication you didn't understand? How did you come to understand them? How did coming to understand these rules permit you insider status?
  6. **Essay 2:** Explain an important moment in your development of literacy either in English or in another language. The primary purpose of this essay is to communicate the importance of this moment to your audience. How can you explain why this moment is significant to your audience? What details and background information will be important? What needs to be defined?
  7. **Essay 3:** This research essay defines an issue and responds to it. To be successful, study the discussion of this subject. Avoid merely restating points which have already been made, but advance the discussion. Include the opposing view's arguments and respond to them with refutation. Provide evidence for your arguments and vary your rhetorical appeals.
  8. **Essay 4 or the Final Essay:** will be the revised essay of your choice, not necessarily from this class and a metacognitive consideration of your revision process. Choose an essay you wish to revise considering what you've learned this semester. Keep a log of your revision process. Post the original and revised essay as well as your metacognitive consideration of the revision process and sign up for a final writing conference to discuss your revision and reflection process.
- **Weekly Reflection Journals** (10% of grade): Monitor your learning by considering the week's instruction concept in any way you'd like. These reflections will take the form of blog entries. There is no suggested format. This is your opportunity to connect with the class content in your own way. The only thing I ask is that you consider your audience. Use text, video, image, art, music or any medium you're comfortable with as long as your message is clear to the audience.

As I'm also a learner in this class, I will maintain my own blog for this class and will post a reflection every week.

- **Writing Conferences** (10% of grade): Four required conferences per semester—you choose a time during the week when it's convenient for you. The purpose of these conferences is to discuss your writing, to celebrate your strengths as a writer and to consider anything that needs revision. Please have a writing assignment ready

to consider during these conferences and answers for the questions which will be provided prior to the conference. Conferences will last no more than 15 minutes.

- **Activities** (10% of grade): Means of interacting with course concepts outside of writing assignments: these include syllabus questions, writing activities, *They Say / I Say* tutorials and visits to the Writer Center

**Required Textbook:**

***They Say / I Say: The Moves that Matter in Academic Writing (Paperback + Access Folder)***

Edition: Online Access Edition

Author, Graff, Gerald and Birkenstein, Cathy

ISBN: 9780393666076

The ebook is fine, too, but please, make sure you've got the edition that has the access folder. We will have classwork from this folder. You will need the access code to access these assignments

Please make sure you have your book at the beginning of class.

**Suggested Textbook:** (readings are required, but available online)

***Naming What We Know: Threshold Concepts of Writing Studies Classroom Edition***

Edition: Classroom

Author: Adler-Kassner and Wardle, Elizabeth

ISBN: 9781607325772

Online for free at: <https://muse.jhu.edu/book/40635>

- **A note on technology:**

Please note, smart phones and tablets are difficult to compose essays with. I request that if you don't have a laptop or PC that you contact CR to request a loaner laptop. I am happy to help you in this process and I can assure you it will save your writing, your eyesight and your wrists.

Additionally, it has been proven that checking your phone disrupts your concentration for 20 minutes, even when you only glance at a text. Because I would ask that we not use our phones if we were sitting in class together, I ask you to switch off your phone when you work on the assignments for this class while at home.

See: <https://www.theatlantic.com/technology/archive/2017/08/a-sitting-phone-gathers-brain-dross/535476/>

for info on what a glance at your phone does to your focus.

**Windows Office Suite is Free for Students:**

Please download it. There are formats for Macs and all computers. All writing assignments for this class, must be submitted as .doc Microsoft Word files.

See the following link to download:

<https://www.microsoft.com/en-us/education/products/office>

- Subjects for your consideration:** These are aspects of the syllabus I'd like your help with. We are a class learning together. Although I have ideas about these subjects, I find that it is helpful to have student input so we're all in agreement. We'll discuss these before class begins and I'll post an updated syllabus after the second week of classes.

- a. **Essay Length:** I don't believe that length constitutes good writing. Let's decide how we can come to an agreement about doing our best work without a word requirement.

Some ideas of the past: judge the entire essay rather than look for a number of pages; Give a 'suggested length' for students who need to know how much they should write; students sign an agreement to submit their best work, regardless of length. Record this class's policy for essay length below:

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- b. **Late Work:** Let's work together to create a late work policy that works for everyone in the class, including the instructor.

Past suggestions have been 50% for all late assignments with no final deadlines, increasing penalties as time after deadlines passes and no latework accepted without prior notice.

Let's discuss and come to a solution. Record the late work policy below:

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- c. **Office Hours:**

Office hours are held on Zoom. The link will be posted on Canvas.

I've sent everyone a survey for the most convenient time to hold a virtual office hour (one hour a week). I'll post the best time for everyone.

Record the office hour for the class below:

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I offer 10 extra credit points for an office visit before October 1<sup>st</sup>. Writing is an individual act and in working together, it will help me to know something of who you are, beyond a name on a paper. Additionally, knowing something about me, will help you to understand where my inspiration for the class comes from. Finally, this will aid the work we do in our writing conferences, as well.

1. **Response times:**

I am 'at work' Monday-Thursday 9-5. If you send me a message during these times, I will respond within an hour or two. However, I try to limit my screen time over the weekend (I also have another job). So **any message sent after 5pm on Thursday, might not be answered until Monday at 9 am**. Remember, checking your mail all the time weakens your ability to focus. Ultimately, I'm limiting my exposure to email to be the best instructor I can be for you.

**"Course Chat"**--You will notice Canvas has a box at the bottom for 'Course Chat'. This feature allows you to ask a question as you would raise a hand in class. The questions you ask here will be public as will my responses. If you have a quick question, something that you think could be a usual FAQ for the class, please ask it here. I will respond to these questions within the same time frame as for personal messages (above).

• **Regular Effective Contact:**

Regulations in California for online classes require "regular effective contact", or REC, both for student-instructor and student-student communication. In our class, REC is accomplished through the reading discussions which require student-student contact. In your writing assignments I will provide *detailed* feedback which I will review with you in our writing conferences, so you will have student-instructor contact both in written comments and face-to-face communication. I also have included a student-self means of contact-though this is not mandated by the state because I believe it's important for writers to get into the habit of communicating with themselves.

Here's the breakdown on REC:

Type of contact

	Student-Student	Student-Instructor	Student-Self
Reflection Journals			X
Reading Responses	X	X (I will respond when a question or important point is introduced)	X
Thought Questions	X (when these are done in groups)	X I will respond to these weekly	X
Writing Assignments	X (peer feedback)	X (feedback and writing conferences)	X
Class Chat	X (students may respond to other student questions)	X	

- **Writing Center:**

<https://www.redwoods.edu/asc/Academic-Support-Center-Home/Tutoring-Services>

The Writing Center is available through the ASC through Zoom from 9-4 Monday-Thursday (these hours may change). I heartily encourage you to have someone else take a look at your writing. Finding someone else to read your work is an important part of the revision process. Having another pair of eyes (and a difference perspective) can add depth to your writing and help you discover arguments you hadn't considered before.

If you plan to visit the Writing Center, send the tutor some writing you'd like to have them look over (it doesn't have to be from this class) and the list of questions below. Have them answer the questions, submit them at the top of the Canvas page and you'll receive **20 extra credit points**.

Questions

- Tutor name:
- Hours available at the Writing Center:
- A strong point the tutor noticed in your writing:
- Something for you to consider:
- A reading model they suggest (this would be something the tutor suggest you read to consider an aspect of the author's style):

Finally, please note, the syllabus is a living thing. It progress with our class and, thus, is subject to change.