

[Course Information](#)

Semester & Year: SPRING 2021

Course ID & Section #: D0583

Instructor's name: Chrystal Helton

Day/Time: CORRESPONDENCE

Location: N/A

Number of units: 4

[Instructor Contact Information](#)

Office location: CORRESPONDENCE

Office hours: CORRESPONDENCE

Phone number: 707-465-2380

Email address: chrystal-helton@redwoods.edu

[Required Materials](#)

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

Edition: 4th

Author: Gerald Graff, Cathy Birkenstein, and Russel Durst

ISBN: 978-0-393-63168-5

Textbook title: *EasyWriter*

Edition: 6th

Author: Andrea Lunsford

ISBN: 978-1-319-05076-4

[Catalog Description](#)

This is an introductory course that offers instruction in expository and argumentative writing, close reading, cogent thinking, research strategies, information literacy, appropriate and effective use of language, and documentation.

[Course Learning Outcomes](#)

- 1. Demonstrate the capacity to read, analyze, and evaluate non-fiction texts in support of academic inquiry and argumentation.**
- 2. Utilize flexible strategies for writing expository and argumentative college-level essays.**
- 3. Incorporate primary and secondary sources into essays using appropriate documentation format.**

Evaluation & Grading Policy

Skills Practice	15%
Reading Responses	25%
Essays	60%

A 90-100% (exceeds expectations)

B 80-89% (meets expectations)

C 70-79% (meets most requirements; meets some expectations)

D 60-69% (may fulfill some requirements; does not meet expectations)

F Below 60% (does not meet requirements or expectations)

Correspondence learning will require that we are all flexible. I understand that besides our everyday demands, there are other factors that might require assignment extensions. We will work through this together—but please communicate with me and include your name and on date everything! Use the weekly checklist to keep yourself on track.

Special accommodations policy

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability-related services and accommodations, please see me or contact Disability Services and Programs for Students.

Student feedback policy

Each minor writing assignment (mostly Reading Responses) and skill practice will be graded within one correspondence week and feedback will be in the form of questions regarding your reading, thinking, and writing.

Essays will include Working Draft and Final Draft written feedback. Working drafts will receive written feedback no later than one correspondence week after submitted. Final Drafts will receive written feedback no longer than two weeks after submission. Feedback will be driven by essay rubrics, through writing craft lessons and practice, individual (correspondence) tutoring time, and weekly writing activities.

Student Accessibility Statement and Academic Support Information

These standards are required by federal regulation. Students will have access to this course that complies with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Course materials will include a text equivalent for all non-text elements; videos will include closed captioning, images will include alt-tags, hyperlinks will use descriptive/meaningful phrases instead of URLs and audio

files will include transcripts. All text will be formatted for use with screen readers and all course materials will be understandable without the use of color. Students who discover access issues with this class should contact the instructor.

BOOZHOO



Boozhoo! Hello, good to see you!

*“The only people who see the whole picture are the ones who step out of the frame”
–Salmon Rushdie*

What We Will Be Doing

READING RESPONSES & SKILLS PRACTICE

Learning to read critically is necessary for entering thoughtful discussions and “joining conversations” we are deeply committed to. ***This is not just a course in writing. This is also a course in reading and thinking.*** Be prepared to take notes on each reading and write Reading Responses to college-level readings throughout the semester. **Many of these responses will also guide classroom discussions and your own research and writing.**

You will also be asked to complete what I used to call “in-class” activities. For this correspondence season, I will call this “skills practice” because that is exactly what you’ll be doing in these activities and assignments—practicing and applying skills and concepts.

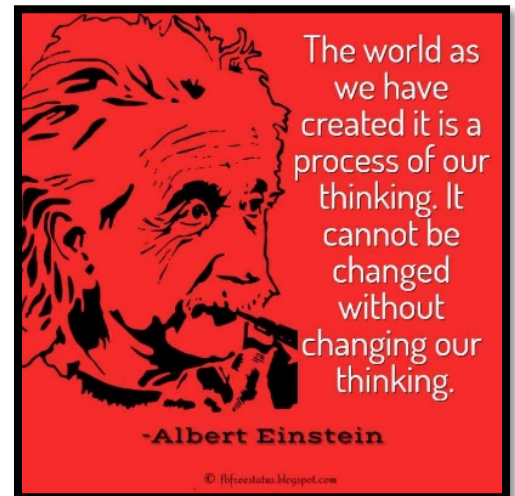
I deeply believe that sharing our ideas with others is how we cultivate our own thinking. Our ideas grow when we plant them together. That said, I will attempt to synthesize (weave together) your thoughts, questions, and opinions to share throughout the semester. I will also be asking you to complete activities (skills practice) that require engaging with others’ ideas and writings.

ESSAYS

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

- (1) Descriptive Reflection (Creative Nonfiction)
- (2) Argumentative Synthesis (1000+ words)
- (3) Research Paper (1500+ words)
- (4) Grand Revision (revision of one of your essays 1-3) (1500+ words)

Clear instructions for each essay will be given to you. Essays will be assessed with detailed rubrics that you will have before the first drafts are due. Essays will



need to be written in MLA format (which we will discuss). Also, drafts and peer review participation (essay #3 only) will factor into your final essay grades.

If either of your first three essays do not earn passing grades, you will be required to revise them and will need to have them turned back in within a week of getting them back. Your job in this class is to practice as much as possible until you are proficient (able to join the conversation) in different areas of writing. And revising will help you learn this.

PROCESS & PEER REVIEW

Writing is a messy process—a fun, messy process. And one of our goals for this course is that you leave with a clearer understanding of your individual writing process and needs. I value the process and know through experience that in order to write well, I need to understand and practice my process over and over again. This is why you will be required to submit two drafts of each of your essays:

- Working Draft
- Final Draft

We will explore each of these drafts together and use them to practice your evolving writing skills. You will receive points for including your Working Drafts when you turn in your Final Drafts.

I firmly believe in the power of collaborative learning—learning by working with others. If we want to join conversations beyond those we have in our heads, sharing our work with our classmates (or anyone, for that matter) and taking the time to work with their writing decisions is important.

Be prepared to share your “Working Draft” of Essay #3 with others in an “peer review,” actively critiquing and praising your classmates’ thinking and writing. Peer Review offers us an opportunity to cultivate our own and others’ writing skills and confidence.

ACADEMIC HONESTY: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student’s status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade

for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) and other board policies and procedures are available upon request.

Do not plagiarize. Plagiarism is the use of others' ideas, knowledge, opinions, and words without full or proper acknowledgement or citation of the writer or "owner." Academic Honesty also means you will only submit your work; not the work of anyone else.

CLASS AGREEMENTS: *(THIS HAS BEEN LEFT INTENTIONALLY BLANK. This is where, in a face-to-face class, we'd discuss classroom rules or agreements. Part of your assignment for Week One is to come up with some ground rules you need in order to be successful in class. After everyone completes this, I will compile a list and you can add it here.)*

“If stories come to you, care for them. And learn to give them away where they are needed. Sometimes a person needs a story more than food to stay alive.” —Barry Lopez, in *Crow and Weasel*

The policies and procedures outlined in this syllabus are subject to change.

Assignments are due the Friday of the week in which they are listed.

WEEK	Schedule of Topics & Readings, Spring 2021 Weeks 1-8
	UNIT ONE: COURSE INTRODUCTION
WEEK 1: <i>January 18-29</i>	<ul style="list-style-type: none"> • Course Introduction & Syllabus review • College Expectations or Class Agreements • Joining the Conversation
Assignments	<p><i>Remember to include the Weekly Checklist as the cover page for what you send in. Also, put a DATE on it please.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Re-read syllabus & write down any questions on “Burning Questions” section of the checklist</i> <input type="checkbox"/> <i>Complete “Joining the Conversation”</i> <input type="checkbox"/> <i>Add to Class Agreements List?</i> <input type="checkbox"/> <i>Practice Reading Response: Read & respond to Barry Lopez’s “The Raven” (Handout)</i> <input type="checkbox"/> <i>Read (and take notes) EasyWriter, pp. 42-45. (If you have the book already)</i>
2: <i>January 25-29</i>	<ul style="list-style-type: none"> • What is Critical Reading? • Writing Reading Responses • What is Academic Writing? • Essay #1 Introduction & Invention Activities
Assignments	<p><i>Remember your dated Weekly Checklist!</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Read TS/IS, Chapter Nine</i> <input type="checkbox"/> <i>Read Joan Didion’s “Why I Write”</i> <input type="checkbox"/> <i>Writing Prompt “Why I _____”</i> <input type="checkbox"/> <i>Reading Response #1 “Letter From a Birmingham Jail,” Martin Luther King Jr. [handout]</i>

UNIT TWO: WHY IT MATTERS	
3: February 1-5	<ul style="list-style-type: none"> • Writer’s Moves—Rhetorical Analysis & Situation • Writing as Process & Essay #1 Invention Activities • What is a Thesis-driven essay?
Assignments	<p><i>These are due Feb. 5th. Don’t forget your Checklist!</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read EasyWriter, pp. 18-25 and “The Writing Process” [handout] <input type="checkbox"/> Reading Response #2: Elissa Washuta’s “I Am Not Pocahontas” [handout] <input type="checkbox"/> WRITE! Work on Essay #1 draft! Working Draft is due next week!
4: February 8-12	<ul style="list-style-type: none"> • Rhetorical Analysis • Genre Play • Using the Rubric • What Makes a Strong Thesis? <p style="text-align: center;">ESSAY #1 Working Draft Due this Friday, February 12th</p>
Assignments	<p><i>These are due back by Feb. 12 with your Checklist!</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Response #3: Ashley Ford’s “My Father Spent 30 Years in Prison. Now He’s Out.” <input type="checkbox"/> Genre Play Activity <input type="checkbox"/> Essay #1 Working Draft due (make a copy to send to me if you can so you can keep your original and work on it!)
5: February 15-19	<ul style="list-style-type: none"> • What Is Revision? • Writing Introductions • Craft Lesson #1: replacing weak words • Revision & Editing Workshop •
Assignments	<p><i>These are due back by Friday, Feb. 19 with your Checklist!</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read EasyWriter, pg. 22-25 <input type="checkbox"/> Introduction Revision <input type="checkbox"/> Replacing weak words activity <input type="checkbox"/> REVISE & EDIT ESSAY #1 <p style="text-align: center;">FINAL DRAFT DUE FRIDAY, February 26.</p>
UNIT THREE: DIFFERENCES & DIVISIONS	
6: Feb. 22-26	<ul style="list-style-type: none"> • Rhetorical Analysis • Essay #2 Intro: Discovery Synthesis

	<ul style="list-style-type: none"> • Using “They Say” templates • Writing “Good” Summaries
Assignments	<p><i>These are due back by Feb. 26 with your Checklist!</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Process Reflection <input type="checkbox"/> Read <i>TS/IS</i>, Chapters One & Two <input type="checkbox"/> Reading Response #4: Comparing & Contrasting “The Other Side is Not Dumb” by Sean Blanda (<i>TS/IS</i>, pp. 212-218) & “Why Rural America Voted for Trump,” Robert Leonard (<i>TS/IS</i>, pp. 279-285) <input type="checkbox"/> Essay #1 Final Draft Due
7: March 1-5	<ul style="list-style-type: none"> • More on Entering Conversations & Writing Summaries • Student Essay Example Evaluation • Rhetorical Analysis: Using Quotations/Textual Evidence • Craft Lesson #2: Apostrophes
Assignments	<p><i>These are due back by March 5 with your checklist!</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read <i>TS/IS</i>, Chapter Three & Four (pp. 43-65) <input type="checkbox"/> Writing Prompt <input type="checkbox"/> Reading Response #5: Student Essay Evaluation <input type="checkbox"/> Apostrophes practice <input type="checkbox"/> Extra readings—not mandatory
8: March 8-12	<ul style="list-style-type: none"> • Checking our Thesis Statements • Integrating Quotes/Textual Evidence • Writing Workshop • More on Apostrophes
Assignments	<p><i>These are due back by March 12 with your Checklist!</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Essay #2 Thesis & Cluster Map <input type="checkbox"/> Read <i>TS/IS</i>, Chapter Five <input type="checkbox"/> Integrating Quotes Activity <input type="checkbox"/> More Apostrophes Practice <p><i>ESSAY #2 WORKING DRAFT AFTER SPRING BREAK!</i></p>

Weeks 9-16 schedule will be distributed March 5 or before.