

**Course Information**

Semester & Year: Spring 2021

Course ID & Section #: ENGL-1A-V1461

Instructor's name: Laura P. Lane

Course units: 4

**Instructor Contact Information**

Office hours: By appointment

Office Location: Online or by phone

Phone number: 707-601-7139

Email address: Laura-Lane@redwoods.edu

**Required Materials**

Textbook Title: *Writing About Writing*

Edition: 4<sup>th</sup>

Author: Elizabeth Wardle and Doug Downs

ISBN: 1319195865

**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: English 1S

**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.

## **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**

Essays 60%

Graded Discussions 10%

Informal Assignments 15%

Final Project 5%

Reading Responses 10%

### **Assignment Descriptions**

#### **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: Rhetorical Analysis (1,200 word minimum)**

You will be asked to analyze a secondary document to identify the ways in which the author or rhetor constructed their argument. The purpose of this inquiry is to develop your analytic skills when reading non-fiction texts.

#### **Essay 3: Researched Argument (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.

### **Graded Discussions**

All required discussions ask students to formulate clear, complete thoughts that they will share with their peers. Students will be expected to actively engage with their peers' discussion posts to earn full credit, which will mean students must do more than simply post once and abandon the thread; instead, students will return to the discussion threads to reply and respond to their peers.

### **Informal Writing Assignments**

This broad category includes reflections, free-writes, and other more informal assignments that will evidence students' engagement and participation in the online composition community.

### **Final Project**

Each student will be responsible for revising further one of their three essays and constructing a presentation about the process they took while revising their chosen draft. The presentation can take the shape of a PowerPoint, Prezi, pre recorded video, or poster.

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

Prompt-driven writing assignments that call for students 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, students should read thoughtfully (rhetorically) and construct meaningful reading responses that demonstrate their developing understanding of foundational writing concepts.

### **Expectations for Reading Responses**

There will be five 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. Students 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 with real world examples. Think of your responses as a contribution to the ongoing conversation on these writing concepts.

### **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>

## **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](#).

## **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.

## **Institutional Policies**

### **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.

## **Classroom Policies**

### **Participation and Engagement**

The course is an asynchronous online course, which means that students will be able to participate in the course outside of a specific window of time. This does not mean, however, that there are no due dates or

deadlines; rather, students may log into Canvas to access content on their own schedule instead of logging on at a time the instructor predetermined.

But, this means that in order to participate and engage with the course content students must log onto Canvas regularly and complete assignments in a timely manner.

### **Late Work**

Late work will not be accepted unless arrangements for an extension were made in advance (two 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 students 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.

### **Feedback**

Quality, timely feedback will be given on all assignments. This includes discussions, reading responses, informal assignments, essays, and the final project. Student should expect feedback to come within one week following the assignment’s due date. All feedback will be available through Canvas.

### **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.

### **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

## Spring 2021

### ENGL-1A Calendar (Subject to Change)

Week One: Jan. 16 - Jan. 23	<b>Welcome to English-1A!</b> <i>Writing About Writing</i>	DUE: Student Introductions (Thu. Jan. 21 by 11:59pm) Developing Classroom Codes of Conduct (Thu. Jan. 21 by 11:59pm) Reflection: “Examining My Relationship with Writing” (Sun. Jan. 24 by 11:59pm)  Assigned Reading: Investigating Writing (PDF available on Canvas)
Week Two: Jan. 24 - Jan. 30	<i>Threshold Concepts And Transfer</i>	DUE: Trying Thinking Differently, Activity 1.3 (Thu. Jan. 28 by 11:59pm) Reading Response #1 (Sun. Jan. 31 by 11:59pm)  Assigned Reading: “Threshold Concepts of Writing” (PDF available on Canvas) “Shitty First Drafts,” Anne Lamott (PDF available on Canvas)
Week Three: Jan. 31 - Feb. 6	<i>Joining Conversations about Writing</i>	DUE: Advice for Struggling Writers (Thu. Feb. 4 by 11:59pm) Applying and Exploring Ideas with Lamott (Sun. Feb. 7 by 11:59pm)  Assigned Reading: “Sponsors of Literacy,” Deborah Brandt (pp. 244 in <i>Writing about Writing</i> )
Week Four: Feb. 7 - Feb. 13	<i>Literacies</i> Lincoln’s Birthday (All College Holiday 2/12/21)	Due: Reading Response #2 (Sun. Feb. 14 by 11:59pm)  Assigned Reading: “Only Daughter,” Sandra Cisneros (pp. 267 in <i>Writing about Writing</i> )
Week Five: Feb. 14	<i>Writing is Impacted by Identities and Prior Experiences</i>	Due: Developmental Draft: Essay #1 (Thu. Feb. 18 by 11:59pm)

- Feb. 20	President's Day (All College Holiday 2/15/21)	Assigned Reading: Read assigned partner's developmental draft for English 1S peer response exercise.
Week Six: Feb. 21 - Feb. 27	<i>Literacy Histories</i>	Due: Peer Response Worksheet: Essay #1 (Thu. Feb. 25 by 11:59pm) Polished Draft: Essay #1 (Sun. Feb. 28 by 11:59pm)
Week Seven: Feb. 28 - Mar. 6	<i>Rhetoric</i>	Due: Symbols Making Meaning (Thu. Mar. 4 by 11:59pm)  Assigned Reading: "Rhetoric: Making Sense of Human Interaction and Meaning Making," Doug Downs (pp. 369 in <i>Writing about Writing</i> )
Week Eight: Mar. 7 - Mar. 13	<i>Good Writing is Contextual</i>	Due: Discussion Questions Downs (Thu. Mar. 11 by 11:59pm) Reading Response #3 (Sun. Mar. 14 by 11:59pm)
Week Nine: Mar. 14 - Mar. 20	Spring Break (No Classes 3/15/21-3/20/21)	Assigned Reading: "Rhetorical Reading Strategies and the Construction of Meaning," Haas and Flower (pp. 432 in <i>Writing about Writing</i> )
Week Ten: Mar. 21 - Mar. 27	<i>"...Making Sense of Human Interaction..."</i>	Due: Developmental Draft: Essay #2 (Thu. Mar. 25 by 11:59pm)  Assigned Reading: Read assigned partner's developmental draft for English 1S peer response exercise.
Week Eleven: Mar. 28 - Apr. 3	<i>Rhetorical Reading Strategies</i>	Due: Peer Response Worksheet: Essay #2 (Thu. Apr. 1 by 11:59pm) Polished Draft: Essay #2 (Sun. Apr 4 by 11:59pm)
Week Twelve: Apr. 4 - Apr. 10	<i>Participating in Conversational Inquiry</i>	Due: Topics (Thu. Apr. 8 by 11:59pm) Reading Response #4 (Thu. Apr. 8 by 11:59pm)
Week Thirteen: Apr. 11 - Apr. 17	<i>Inquiry Driven Research</i>	Due: Research Question (Thu. Apr. 15 by 11:59pm) Thesis Statement (Sun. Apr. 18 by 11:59pm)
Week Fourteen: Apr. 18 - Apr. 24	<i>Researched Arguments</i>	Due: Developmental Draft: Essay #3 (Thu. Apr. 22 by 11:59pm) Peer Response Worksheet: Essay #3 (Sun. Apr. 25 by 11:59pm)  Assigned Reading: Read assigned partner's developmental draft for English 1S peer response exercise.



Week Fifteen: Apr. 25 - May 1	<i>Writing is a Process</i>	Due: Polished Draft: Essay #3 (Sun. May 2 by 11:59pm)  Assigned Reading: "Revision Strategies of Student Writers...," Nancy Sommers (pp. 143 in <i>Writing about Writing</i> )
Week Sixteen: May 2 - May 8	<i>Revision Strategies for Student Writers</i>	Due: Reading Response #5 (Sun. May. 9 by 11:59pm)
Finals Week: May 9 - May 14	Finals Week	Due: Final Project (Fri. May 14 by 11:59pm) Additional Credit Opportunities (Fri. May 14 by 11:59pm)