

# English 1S: Learning Community for College Composition

## English 1S Syllabus

### Course Information

Semester & Year: Spring 2021

Course ID & Section #:D1500

Instructor's name: Ashley Knowlton

Location: Correspondence Modality

Course units: 0.5

### Instructor Contact Information

Office location: Del Norte Campus, Main Building

Office hours: Support Provided as Needed via Correspondence Responses

Phone number: (707) 465 – 2327 [Office Phone]

Email address: [ashley-knowlton@redwoods.edu](mailto:ashley-knowlton@redwoods.edu)

### Catalog Description

This is A learning community experience that offers students additional support and practice through collaborative and hands-on learning activities facilitated by the instructor of their English 1A class.

### Course Student Learning Outcomes

1. Demonstrate a reflexive understanding of specific course content, ideas, or processes within English that are challenging or confusing and identify methods to strengthen or address those challenging areas.
2. Decode and practice the skills and ways of thinking that lead to success in college reading and writing.
3. Decode and practice the skills and ways of thinking that lead to success within academic/discourse communities.

### Co-requisites

Placement into English 1A; this is a support course for English 1A.

### Accessibility

Students will have access to online course materials and correspondence 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 Distance Learners During COVID-19**

In response to COVID-19, College of the Redwoods moved the majority of its courses online (or through correspondence for our jail and prison programs) to protect student and staff 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 limitations that might affect your participation in class. I want every student to thrive and be successful in their studies. You may send me a formal letter or a question/comment on the provided Ask CR Sheets; these are to be mailed to the PBSP Education Office (Attn: CR Scholars). I will respond right away; however, keep in mind that there is a mail delay that needs to be accounted for. As a result, it may take me up to a week to respond; please be patient.

### **Required Materials**

Provided Materials: Loose-Leaf Paper, Individual Erasers (6000-word requirement for formal writing), Pencils (6000-word requirement for formal writing).

### **Evaluation & Grading Policy**

One of our graded assignments this semester will be Class Discussion Responses, which will consist of a unit synthesis of students' written responses to unit readings – last semester, these served as a great way to still have a “discussion” and engage with multiple perspectives in a correspondence modality. These discussions are meant to emphasize the “learning community” aspect of the course. You will have 2 Class Discussions to respond to this semester.

However, graded assignments will largely consist of Drafting Portfolios, which aim to document the writing process of each major writing assignment or essay for English 1A. Because this class aims to offer *support* in English 1A, your support will be provided via revision and drafting assistance from myself and peers.

Each Drafting Portfolio will consist of:

1. A 1-Page Cover Letter that Answers:
  - a. How did your drafting process go? What was it like creating the essay? (EX: was it frustrating, easy, messy, organized? Etc.)
  - b. What worked well during this process? What was the most helpful or fruitful?
  - c. What did NOT work well? What do you need more support or help with? (these cover letters help me assess how the class is going for everyone and what I need to do to move the class in a beneficial direction).

2. Brainstorm Materials
  - a. Examples Include: Notes, a list of ideas, a free-write, etc.
3. Essay Outlines or Handouts
4. Rough Drafts
  - a. Example: A relatively full draft made *before* the final developed version.

Note: ANYTHING used to create your final product (final essay draft) should be kept and submitted in a “portfolio” with each 1A essay submission.

**Graded Assignments and Values**

Assignment	Point Worth	Overall Grade Weight
Class Discussion Unit 1	20	20%
Class Discussion Unit 2	20	20%
Essay 1 Drafting Portfolio	20	20%
Essay 2 Drafting Portfolio	20	20%
Essay 3 Drafting Portfolio	20	20%
<i>Note: No Drafting Portfolio for the 4<sup>th</sup> Essay, but I will ask that you submit your original essay with your revised essay.</i>		
Total	100	100%

For each assignment, the points will be configured into a percentage and a letter value, shown below. With the rubric and transparent values, this should give you a clear understanding, throughout the semester, of how your work is being assessed.

**Letter Grade Weight Breakdown**

- P (PASS) 100% – 70%: Fulfills all requirements and exceeds expectations, OR fulfills all requirements and meets expectations, OR fulfills most requirements and meets some expectations.
- NP (NOT PASSING) 69% - 0%: Fulfills some requirements, but does not meet expectations, OR does not fulfill requirements and expectations.

These are the grades (P or NP) that will be given on your assignments, as well as your transcript after the course ends.

## Student Feedback Policy

For Drafting Portfolios, I will provide brief feedback (often without a rubric) as the nature of these assignments is typically “credit or no-credit” – you either *did* it, *did not* do it, or *kind of* did it.

## Admissions Deadlines & Enrollment Policies

### Spring 2021 Dates

- *Classes begin: 1/16/21*
- *MLK Jr. Birthday (all campuses closed): 1/18/21*
- *Last day to add a class: 1/22/21*
- *Last day to drop without a W and receive a refund: 1/29/21*
- *Census date: 2/01/21 or 20% into class duration*
- *Last day to petition to file P/NP option: 2/12/21*
- *Lincoln’s Birthday (all campuses closed): 2/12/21*
- *President’s Day (all campuses closed): 2/15/21*
- *Last day to petition to graduate or apply for certificate: 3/04/21*
- *Spring Break (no classes): 3/15/21 – 3/20/21*
- *Last day for student-initiated W (no refund): 4/02/21*
- *Last day for faculty-initiated W (no refund): 4/02/21*
- *Final examinations: 5/08/21 – 5/14/21*
- *Semester ends: 5/14/21*
- *Grades available for transcript release: approximately 5/31/21*

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](#).

**I realize that you don’t have this, so here is a section that applies to us, specifically:**

Do not plagiarize. Plagiarism includes, but is not limited to:

- a) Using, by paraphrase or direct quotation, of the published or unpublished work of another person without full, clear, and accurate acknowledgement.
- b) The unacknowledged use of another writer's ideas without proper citation. Borrowing all or part of another individual's work or using someone else's outline to write your own work.
- c) Copying another individual's computer printout and/or computer files and using it as one's own.
- d) Using an agency or Internet website engaged in the selling of term papers or other academic materials.

### **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](#).

Since you do not have the ability to access the above online resources, send a request to Ms. Eagles if you would like a physical copy of the CR Student Code of Conduct. In general, I trust that you know what is and is not acceptable behavior, even in a correspondence environment; be mindful and respectful with your language and actions, always.

### **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.

### **Student Support Services**

For academic counselling and advising, transcript requests, and material requests (Ex: Paper), send a formal request to Ms. Eagles via a letter or Ask CR Sheet. Mail this to the Education Department (Attn: CR Scholars). You will also have access to Library Services through our "Ask a Librarian" research request form – this will be utilized for our research paper.

# Tentative Course Schedule (*Heads-Up!*)

Week	Objectives and Tasks
Unit 1: Rhetoric and Synthesis [Themes: Perspectives on Education and Technology]	
<p><i>In this first unit, we'll aim to establish a foundation by practicing effective structures and features of college composition. Here, <u>we'll discuss the importance of rhetoric (how something is said) and synthesis (developing connections between items and ideas - it all has to flow and relate, gentlemen).</u></i></p>	
<p><b>Week 1</b> 01/18/21 - 01/24/21</p>	<p><b>Agenda</b></p> <ol style="list-style-type: none"> <li>1. Make sure you have your course items!               <ol style="list-style-type: none"> <li>a. Textbook Title: <i>Rereading America (White Book)</i></li> <li>b. Textbook Title: <i>They Say I Say (Small Black Book)</i></li> <li>c. Scholar Items: Pencils, pen fillers, eraser, paper, etc.</li> </ol> </li> <li>2. Review FULL1A &amp; 1S Syllabus and Attached Items</li> </ol>
<p><b>Week 2</b> 01/25/21 - 01/31/21</p>	<p><b>Agenda</b></p> <ol style="list-style-type: none"> <li>1. <u>Complete and Submit Response 1: Syllabus Scavenger Hunt &amp; Intro Questions.</u></li> </ol> <p style="text-align: center;"><b><i>Mail Response 1 to the PB Education Department (attn: CR Scholars) by Thursday, January 28th for Week 2's Mail Pickup that Friday.</i></b></p>

<p><b>Week 3</b> 02/01/21 - 02/07/21</p>	<p><b>Agenda</b></p> <ol style="list-style-type: none"> <li>1. <i>I'll mail in supplemental items on Rhetoric and Rhetorical Awareness...stay tuned. You'll get these soon!</i></li> <li>2. Read <i>They Say I Say</i> Introduction: "Demystifying Academic Conversation" and "Entering the Conversation" (1 – 18).</li> <li>3. Read <i>Rereading America</i>, Chapter 2 "Learning Power," articles:       <ol style="list-style-type: none"> <li>a. Chapter 2 Introduction (107 – 113)</li> <li>b. "Against School" by John Gatto (114 – 122)</li> <li>c. "I Just Wanna Be Average" by Mike Rose (123 – 134)</li> <li>d. "From Social Class and the Hidden Curriculum ..." by Jean Anyon (136 – 151)</li> <li>e. "Choosing a School for my Daughter in a ..." by Hannah-Jones (152 – 168)</li> <li>f. "City of Broken Dreams" by Sara Goldrick-Rab (210 – 231)</li> </ol> </li> <li>4. <u>Complete and Submit Response 2</u></li> </ol> <p style="text-align: center;"><b><i>Mail Response 2 to the PB Education Department (attn: CR Scholars) by Thursday, February 4th for Week 3's Mail Pickup that Friday.</i></b></p>
<p><b>Week 4</b> 02/08/21 - 02/14/21</p>	<p><b>Agenda</b></p> <ol style="list-style-type: none"> <li>1. Read <i>They Say I Say</i> Part 1:       <ol style="list-style-type: none"> <li>a. Chapter 1 "They Say"</li> <li>b. Chapter 2 "Her Point Is"</li> <li>c. Chapter 3 "As He Himself Puts It"</li> </ol> </li> <li>2. Read <i>Rereading America</i>, Chapter 3 "Wild Wired West," articles:       <ol style="list-style-type: none"> <li>a. Chapter 3 Introduction (235 – 241)</li> <li>b. "Our Future Selves" by Schmidt and Cohen (241 – 256)</li> <li>c. "Has the Smartphone Destroyed a Generation?" by Jean Twenge (257 – 268)</li> <li>d. "Let's Get Lost" by Kenneth Goldsmith (270 – 283)</li> <li>e. "You Will Lose Your Job to a Robot ..." by Drum (322 – 332)</li> <li>f. "Big Data, Google, and the End of Free Will" by Yuval Harari (332 – 339)</li> </ol> </li> <li>3. <u>Complete and Submit Response 3</u></li> </ol> <p style="text-align: center;"><b><i>Mail Response 3 to the PB Education Department (attn: CR Scholars). I will inquire with Ms. Eagles about mail pick-up dates, which might be different this week due to Lincoln's birthday.</i></b></p>

<p><b>Week 5</b> 02/15/21 - 02/21/21</p>	<p><b>Agenda</b></p> <ol style="list-style-type: none"> <li>1. Read <i>They Say I Say</i> Chapter 9 “You Mean I Can Just Say It That Way?” (117 – 130)</li> <li>2. <u>Complete and Submit Essay 1</u> (Turn in your <b><i>drafting materials</i></b>, as well, for 1S’s <u>Drafting Portfolio 1</u>)</li> </ol> <p>**A new unit packet will be mailed to you.</p> <p><b><i>Mail Essay 1 and Drafting Portfolio 1 to the PB Education Department (attn: CR Scholars) by Thursday, February 18th for Week 5’s Mail Pickup that Friday.</i></b></p>
<p><b>Unit 2: Expository and Argumentative Writing [Themes: Perspectives on Family and Gender Expectations]</b></p>	
<p><b>Week 6</b> 02/22/21 - 02/28/21</p>	<p><i>For now, don’t worry about the readings and tasks! In this unit, we will continue to practice rhetorical awareness and synthesizing multiple items or ideas, BUT <u>we will start to develop our ability to sustain a strong written argument</u>. We’ll focus more heavily on formal argumentative writing! Exciting, guys.</i></p>
<p><b>Week 7</b> 03/01/21 - 03/07/21</p>	
<p><b>Week 8</b> 03/08/21 - 03/14/21</p>	
<p><b>Week 9</b> 03/15/21 - 03/21/21</p>	<p><b><i>SPRING BREAK</i></b> <b>No Mail This Week due to Break</b> <b><i>Use this time to catch up on work or take a legit break.</i></b></p>
<p><b>Unit 3: Research Practices [Themes: Perspectives on Individual Opportunity and Race]</b></p>	
<p><b>Week 10</b> 03/22/21 - 03/28/21</p>	

<b>Week 11</b> 03/29/21 - 04/04/21	<p><i>For now, don't worry about the readings and tasks! In this unit, we will continue to practice rhetorical awareness, synthesizing multiple items or ideas, AND strategies in argumentative writing; <u>however, we will utilize what we've already learned in crafting a research paper.</u> The research paper is meant to 1) practice college-appropriate research abilities and 2) give you a space to explore an academic interest or inquiry. This is my FAVORITE unit! I love researching - it gives me an opportunity to learn without needing to go back to school...who needs more student loans? Definitely not me.</i></p>
<b>Week 12</b> 04/05/21 - 04/11/21	
<b>Week 13</b> 04/12/21 - 04/18/21	
<b>Week 14</b> 04/19/21 - 04/25/21	
<b>Unit 4: Extension of Research Practices and Revision &amp; Editing Strategies</b>	
<b>Week 15</b> 04/26/21 - 05/02/21	<p><i>For now, don't worry about the readings and tasks! In this unit, <u>we will focus on the editing and revision process,</u> important aspects of college composition. Here, we'll discuss grammatical vs. stylistic choices, as well as the process of crafting an informed final draft.</i></p>
<b>Week 16</b> 05/03/21 - 05/09/21	
<b>Week 17</b> <b>[Finals Week]</b> 05/10/21 - 05/16/21	<b>Agenda</b> 1. <u>Complete and Submit Essay 4</u> (Turn in Essay 3 for reference). 2. <u>Complete and Submit your Final Reflection,</u> <b>**The Spring 2021 Semester Ends on May 14<sup>th</sup> – any and all work needs to be turned in at this time**</b>