

Course Information

Semester & Year: Spring 2021

Course ID & Section #: ENGL-1S V1462

Instructor's name: Laura P. Lane

Course units: 0.5

Instructor Contact Information

Office Location: Online or by phone

Office hours: By appointment

Phone number: 707-601-7139

Email address: Laura-Lane@redwoods.edu

Required Materials

Textbook: *They Say / I Say*

Edition: 4th

Author: Cathy Birkenstein and Gerald Graff

Catalog Description

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.

Prerequisites/co-requisites/ recommended preparation

Co-Requisite: ENGL-1A

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, 1st 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

As a support course for English 1A, this course will be graded on a Pass/No Pass basis. In order to pass, students must regularly sign onto the English 1S Canvas page and participate in various discussions and informal exercises that will help students to be more successful in English 1A. The final culminating assignment in English 1S will be a one-page, single-spaced reflection paper, which will examine your writing process and the growth you have made this semester. This paper will be due on the final day of the semester.

Assignment Breakdown

Graded Discussions 35%

Informal Exercises 35%

Final Reflection Paper 30%

Assignment Breakdown

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 Exercises

This broad category includes reflections, free-writes, and other more informal assignments that will evidence students' engagement and participation in the online composition community. Students should be prepared, however, to engage in peer response activities in this course. Those activities will be filed underneath this category and will be very important to your writing process. Sharing your work with your classroom community is a required element to this course.

Final Reflection Paper (One single spaced page in length)

Students will be asked to examine their writing process for the purpose of reflecting on the growth they made within this semester. This is less of a "paper" and formatting like a traditional letter written to me, your instructor. I want to see you demonstrate a reflective understanding of your process and of your writing. Templates and additional resources will be provided for students prior to this being assigned.

Spring 2021**ENGL-1A Calendar (Subject to Change)**

Week One: Jan. 16 - Jan. 23	Welcome to English-1A! <i>Writing About Writing</i>	DUE: Student Introductions (Thu. Jan. 21 by 11:59pm) Assigned Reading: Investigating Writing (PDF available on Canvas)
Week Two: Jan. 24 - Jan. 30	<i>Threshold Concepts And Transfer</i>	DUE: Discussion: "Investigating Writing" (Thu. Jan. 28 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: Discussion: "Threshold Concepts & Shitty First Drafts" (Thu. Feb. 4 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: Discussion: "Sponsors of Literacy" (Thu. Feb. 11 by 11:59pm) Assigned Reading: "Only Daughter," Sandra Cisneros (pp. 267 in <i>Writing about Writing</i>)
Week Five: Feb. 14 - Feb. 20	<i>Writing is Impacted by Identities and Prior Experiences</i> President's Day (All College Holiday 2/15/21)	Due: 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)
Week Seven: Feb. 28 - Mar. 6	<i>Rhetoric</i>	Due: 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: Down's Article (Thu. Mar. 11 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	"...Making Sense of Human Interaction..."	Due: 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)
Week Twelve: Apr. 4 - Apr. 10	<i>Participating in Conversational Inquiry</i>	Due: Assigned Reading: <i>They Say / I Say</i> (pp. TBA)
Week Thirteen: Apr. 11 - Apr. 17	<i>Inquiry Driven Research</i>	Due: Assigned Reading: <i>They Say / I Say</i> (pp. TBA)
Week Fourteen: Apr. 18 - Apr. 24	<i>Researched Arguments</i>	Due: 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: 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: Informal Exercise: Revision (Sun. May. 9 by 11:59pm)
Finals Week: May 9 - May 14	Finals Week	Due: Final Reflection Paper (Fri. May 14 by 11:59pm)