



Syllabus for English 1S: Learning Community for College Composition

Course Information

Semester & Year: Spring 2022

Course ID & Section #: ENGL1S E2681

Instructor's name: Ms. Shannon Mondor (she/her)

Day/Time of required meetings: Thursday from 12:30 to 1:55 pm

Location: HU 106

Course units: .5

Instructor Contact Information

Office location: Hours I will be in HU 119 will be posted in Canvas and announced in class.

Office hours: I have ASC Tutoring hours every Tuesday. Drop-in or make an appointment in advance. Use Zoom or come meet with me in person in the ASC space in the back of the CR library.

Phone number: N/A. Please contact me via email using the address below or through your Canvas Inbox.

Email address: shannon-mondor@redwoods.edu

There will be no Canvas course shell for this class. Everything will be accessible in the English 1A Canvas shell.

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 *(from course outline of record)*

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.

Accessibility

College of the Redwoods is 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

In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Evaluation & Grading Policy

Please see details on Canvas and later in this syllabus on page 4.

Admissions deadlines & enrollment policies

Spring 2022 Dates

- *Classes begin: 01/15/22*
- *Last day to add a class: 01/21/22*
- *Martin Luther King, Jr's Birthday (all campuses closed): 01/17/22*
- *Last day to drop without a W and receive a refund: 01/28/22*
- *Census date (or 20% into class duration): 01/31/22*
- *Last Day to file P/NP (only courses where this is an option) 02/11/22*
- *Lincoln's Birthday (all campuses closed): 02/18/22*
- *Presidents Day (all campuses closed): 02/21/22*
- *Last day to petition to graduate or apply for certificate: 03/03/22*
- *Spring Break (no classes): 03/14/22-03/19/22*
- *Last day for student-initiated W (no refund): 04/01/22*
- *Last day for faculty-initiated W (no refund): 04/01/22*
- *Final examinations: 05/07/22-05/13/22*
- *Semester ends: 05/13/22*
- *Grades available for transcript release: approximately 05/30/22*

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. This 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 or call 707-476-4160

Canvas Help for students: <https://webapps.redwoods.edu/tutorial/>

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

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.

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 services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- 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

Evaluation & Grading Policy

This is a credit/no credit co-requisite course taken in combination with your English 1A lecture. Students who pass the lecture portion of English 1A (E2680) with a 70% or above will also pass the lab portion English 1S (E2681) and earn credit. Students who do not pass the lecture portion of English 1A (E2680) will not earn credit for the lab portion English 1S (E2681). A Reflection of Learning essay will be due submitted to Canvas by 11:59 pm on the last day of finals week and spring semester, Friday, May 13.

Additionally, ten points will be earned for attendance and engagement at each lab session. Points will be tallied every 5 weeks throughout the semester. Lab participation will be worth 150 points in the English 1A Critical Reading, Writing, Discussion and Engagement portion of the course grade.

Activity Calendar

Week 1: Thursday, January 20 from 12:30-1:55 pm in HU 106

1. Support for completing English 1A assignments, readings, and activities.

Individual and group work through methods, processes, skills, techniques, and ways of thinking that lead to success in college reading and writing for English composition. Identifying and addressing weaknesses and/or confusion with any specific course content and devising strategies to address those challenges in effective ways. Identifying existing literacy and learning strengths and building on those existing capacities.

Focus: Familiarizing ourselves with Canvas, the course materials, and each other. Acquiring needed tools and resources.

Week 2: Thursday, January 27 from 12:30-1:55 pm in HU 106

1. Support for completing English 1A assignments, readings, and activities.

Individual and group work through methods, processes, skills, techniques, and ways of thinking that lead to success in college reading and writing for English composition. Identifying and addressing weaknesses and/or confusion with any specific course content and devising strategies to address those challenges in effective ways. Identifying existing literacy and learning strengths and building on those existing capacities.

Focus: Getting more comfortable and proficient with Canvas, the course materials, and each other. Annotation. Careful, productive reading. Mindsets. Setting goals. Metacognitive Reading Logs (MRLs). Creating, saving, and submitting files. Reading history. Rhetorical situations, awareness, and appeals.

Week 3: Thursday, February 3 from 12:30-1:55 pm in HU 106

1. Support for completing English 1A assignments, readings, and activities.

Individual and group work through methods, processes, skills, techniques, and ways of thinking that lead to success in college reading and writing for English composition. Identifying and addressing weaknesses and/or confusion with any specific course content and devising strategies to address those challenges in effective ways. Identifying existing literacy and learning strengths and building on those existing capacities.

Focus: Close analysis of texts. Inferences. Intertextuality. Reading for content, ideas, and structure. Choosing, paraphrasing, citing, and analysis of quotes. Rhetorical situations, awareness, and appeals.

Week 4: Thursday, February 10 from 12:30-1:55 pm in HU 106

1. Support for completing English 1A assignments, readings, and activities.

Individual and group work through methods, processes, skills, techniques, and ways of thinking that lead to success in college reading and writing for English 1A: College Composition. Identifying and addressing weaknesses and/or confusion with any specific course content and devising strategies to address those challenges in effective ways. Identifying existing literacy and learning strengths and building on those existing capacities.

Focus: Strengthen and deepen all skills, strategies, and competencies with resources and routines covered in the course so far. Continue building capacity in close reading, rhetorical awareness, analysis of texts, facility with Canvas, preparation and submission of work, class discussions. Familiarize ourselves with Reading

Response genre: summary, talking to the text, rhetorical appeals, responses grounded in experience and reasoning, analysis of quotes.

Week 5: Thursday, February 17 from 12:30-1:55 pm in HU 106

1. Support for completing English 1A assignments, readings, and activities.

Individual and group work through methods, processes, skills, techniques, and ways of thinking that lead to success in college reading and writing for English 1A: College composition. Identifying and addressing weaknesses and/or confusion with any specific course content and devising strategies to address those challenges in effective ways. Identifying existing literacy and learning strengths and building on those existing capacities.

Focus: Strengthen and deepen all skills, strategies, and competencies with resources and routines covered in the course so far. Continue building capacity in close reading, rhetorical awareness, analysis of texts, facility with Canvas, preparation and submission of work, class discussions. Familiarize ourselves with Reading Response genre: summary, talking to the text, rhetorical appeals, responses grounded in experience and reasoning, analysis of quotes.

Week 6: Thursday, February 24 from 12:30-1:55 pm in HU 106

1. Support for completing English 1A assignments, readings, and activities.

Individual and group work through methods, processes, skills, techniques, and ways of thinking that lead to success in college reading and writing for English 1A: College Composition. Identifying and addressing weaknesses and/or confusion with any specific course content and devising strategies to address those challenges in effective ways. Identifying existing literacy and learning strengths and building on those existing capacities.

Focus: Essay topic selection. Thesis statements. Essay structure and organization. Moving from interpreting readings to advancing an argument and focusing on a line of inquiry for writing.

Week 7: Thursday, March 3 from 12:30-1:55 pm in HU 106

1. Support for completing English 1A assignments, readings, and activities.

Individual and group work through methods, processes, skills, techniques, and ways of thinking that lead to success in college reading and writing for English 1A: College Composition. Identifying and addressing weaknesses and/or confusion with any specific course content and devising strategies to address those challenges in effective ways. Identifying existing literacy and learning strengths and building on those existing capacities.

Focus: Preparation for peer review. Using the writing process. Drafting an essay. Honing a working thesis. Integrating relevant supportive evidence. Developing ideas and reasoning. Rhetorical awareness and audience expectations. Structure and organization.

Week 8: Thursday, March 10 from 12:30-1:55 pm in HU 106

1. Support for completing English 1A assignments, readings, and activities.

Individual and group work through methods, processes, skills, techniques, and ways of thinking that lead to success in college reading and writing for English 1A: College Composition. Identifying and addressing weaknesses and/or confusion with any specific course content and devising strategies to address those

challenges in effective ways. Identifying existing literacy and learning strengths and building on those existing capacities.

Focus: Peer review. Thoughtful, appropriate critique. Descriptive outlines. Revision techniques and strategies. Connecting thesis statements to topic sentences.

Spring Break: No lab

Week 9: Thursday, March 24 from 12:30-1:55 pm in HU 106

1. Support for completing English 1A assignments, readings, and activities.

Individual and group work through methods, processes, skills, techniques, and ways of thinking that lead to success in college reading and writing for English 1A: College Composition. Identifying and addressing weaknesses and/or confusion with any specific course content and devising strategies to address those challenges in effective ways. Identifying existing literacy and learning strengths and building on those existing capacities.

Focus: Reflection on writing process and product. Assess strengths and areas for increased attention. Begin new text. Analyze academic article. Attention to genre, credibility, and citation practices. Claims and evidence.

Week 10: Thursday, March 31 from 12:30-1:55 pm in HU 106

1. Support for completing English 1A assignments, readings, and activities.

Individual and group work through methods, processes, skills, techniques, and ways of thinking that lead to success in college reading and writing for English 1A: College Composition. Identifying and addressing weaknesses and/or confusion with any specific course content and devising strategies to address those challenges in effective ways. Identifying existing literacy and learning strengths and building on those existing capacities.

Focus: Persuasive Research Project. Developing a question to guide academic inquiry. Research methods. Annotating and assessing sources. Claims and evidence.

Week 11: Thursday, April 7 from 12:30-1:55 pm in HU 106

1. Support for completing English 1A assignments, readings, and activities.

Individual and group work through methods, processes, skills, techniques, and ways of thinking that lead to success in college reading and writing for English 1A: College Composition. Identifying and addressing weaknesses and/or confusion with any specific course content and devising strategies to address those challenges in effective ways. Identifying existing literacy and learning strengths and building on those existing capacities.

Focus: Reflection. Learning from instructor feedback. Narrowing a topic. Annotating and assessing sources.

Week 12: Thursday, April 14 from 12:30-1:55 pm in HU 106

1. Support for completing English 1A assignments, readings, and activities.

Individual and group work through methods, processes, skills, techniques, and ways of thinking that lead to success in college reading and writing for English 1A: College Composition. Identifying and addressing weaknesses and/or confusion with any specific course content and devising strategies to address those

challenges in effective ways. Identifying existing literacy and learning strengths and building on those existing capacities.

Focus: Database searching. Credibility of sources. Seeking information and material to understand an issue and help answer an inquiry question. Independent research. Citation.

Week 13: Thursday, April 21 from 12:30-1:55 pm in HU 106

1. Support for completing English 1A assignments, readings, and activities.

Individual and group work through methods, processes, skills, techniques, and ways of thinking that lead to success in college reading and writing for English 1A: College Composition. Identifying and addressing weaknesses and/or confusion with any specific course content and devising strategies to address those challenges in effective ways. Identifying existing literacy and learning strengths and building on those existing capacities.

Focus: Database searching. Credibility of sources. Seeking information and material to understand an issue and help answer an inquiry question. Independent research. Citation. Reading for evidence. Summary. Rhetorical awareness and positioning.

Week 14: Thursday, April 28 from 12:30-1:55 pm in HU 106

1. Support for completing English 1A assignments, readings, and activities.

Individual and group work through methods, processes, skills, techniques, and ways of thinking that lead to success in college reading and writing for English 1A: College Composition. Identifying and addressing weaknesses and/or confusion with any specific course content and devising strategies to address those challenges in effective ways. Identifying existing literacy and learning strengths and building on those existing capacities.

Focus: Develop essay from research findings. Peer review. Constructive feedback. Revising techniques.

Week 15: Thursday, May 5 from 12:30-1:55 pm in HU 106

1. Support for completing English 1A assignments, readings, and activities.

Individual and group work through methods, processes, skills, techniques, and ways of thinking that lead to success in college reading and writing for English 1A: College Composition. Identifying and addressing weaknesses and/or confusion with any specific course content and devising strategies to address those challenges in effective ways. Identifying existing literacy and learning strengths and building on those existing capacities.

Focus: Revising. Rhetorical awareness. Argument. Reflection on learning, development, abilities.

Week 16: No lab during finals week.