

*Learning Community for College Composition***Course Information**

- Semester & Year: Spring 2022
- Course ID & Section #: D3252 (053252)
- Instructor's Name: Ashley Knowlton
- Location: D Yard
- Time: Correspondence Modality
- Course units: 0.5

Instructor Contact Information

- Office Location: Del Norte Campus, Main Building
- Office Hours: Support provided as needed via correspondence – a timely response to a Burning Question Form.
- Phone Number: (707) 465 – 2327 [Office Phone]
- Email Address: ashley-knowlton@redwoods.edu

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.

Co-requisites

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

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

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. 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.

Above is the required content that I need to have in this syllabus. More applicable to us, if you have a disability or believe you might benefit from disability-related services and accommodations, please contact me or Ms. Eagles to see what we can do to support you.

Required Materials

Provided Materials: Course packets, supplemental readings, relevant forms, loose-leaf paper, individual erasers, pencils or pen-fillers (5000-word requirement for formal writing). Please reach out to Ms. Eagles if you need any of these items.

***No textbook needed for the 1S portion of the class.*

Evaluation & Grading Policy

Graded Assignments and Values

Assignment	Point Worth
Essay 1 Drafting Portfolio	20
Essay 2 Drafting Portfolio	20
Essay 3 Drafting Portfolio	20
Reflection Paper [300 Words]	40
Total	100

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

Letter Grade Weight Breakdown per CR Faculty Handbook

Letter Grade and Percentage Values	Grade Description
P (100 – 70%)	“Pass” – C or better. Units awarded not counted in GPA
NP (69 – 0%)	“No Pass” – less than satisfactory or failing. Units not counted in GPA.

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.

These Drafting Portfolios aim to document the reading and writing process of each major essay for English 1A. With these Drafting Portfolios, you have the opportunity to self-assess to identify areas of concern or confusion in course content and plan next steps to strengthen those areas. In addition, these portfolios give you an avenue to participate in the drafting process, practicing varied techniques in revision and editing.

Each Drafting Portfolio consists of:

1. A brief cover letter that answers:
 1. How did your drafting process go – what was it like crafting the essay? (For example, was it frustrating, easy, messy, organized...etc.)
 2. What worked well during this process – what practice, handout, or reading was the most helpful or fruitful?
 3. What did NOT work well – what was difficult, concerning, or confusing? (These cover letters help me assess how the class is going for everyone and what I need to do to support each student.)
2. Brainstorm materials (examples include reading notes, a list of ideas, a free-write, etc.)
3. Essay outlines or organizational handouts
4. Rough drafts (a relatively full draft made *before* the final developed version)

Note: ANYTHING used to create your final product (final essay draft) should be kept so that you have the ability to submit it in your portfolio.

The **Reflection Paper** will be assigned at the end of the semester. In your paper, you will examine your own metacognitive development as a an academic reader and writer during the semester. I will provide a formal prompt for this much later in the semester. This assignment will be graded with a formal rubric, similar to your 1A essays; however, it will focus on 1S outcomes.

See your English 1A syllabus for additional content (Deadlines, Academic Dishonesty, Disruptive Behavior, Norms, etc.)