

# **English 1LA**

## Supplemental Writing Workshop

Fall 2004

### **Course Information**

ENGL 1LA, section 59 (71851)  
CR/NC (In conjunction with ENGL 1)  
Room: PHS 107  
Times: Tu Th, 2 p.m. – 2:50 p.m.

### **Workshop Leader**

Christopher Scott Wyatt  
Office: PB 404 / 278-4890 x8  
Office Hours: 4–5 p.m., Tuesdays  
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### **About English 1LA**

English 1LA is a supplemental reading/writing course created to support success for those students scoring below 151 on the English Placement Test (EPT). There are two other 1L classes: English 1LB, taught in the writing center; and 1LC, taught by the Linguistics department. These other classes are designed to support the specific needs of students as they are identified by the Placement exam. We understand that the placement test is not a final determination of your literacy skill, but we also know that the test has been a reliable indicator of the skill level of many students who enter the university. Consequently, rather than throw students into a “remedial” class, where students receive no credit for work done in that class, we have developed a “supplemental” course that students take in conjunction with their English 1 course. The units gained from passing English 1LA count towards your graduation, so the work you do here will be reflected in your transcripts as you move toward graduation. Again, the university requires students who score below 151 on the EPT to take a supplemental course while they are completing the General Education Lower-Division Writing Requirement for CSU Fresno.

### **A Word about Dropping**

You must remain enrolled in *both English 1 and English 1LA* for the entire semester. Unless you completely withdraw from the university, any attempt to drop English 1LA will result in your being dropped from English 1.

\* If you wish to drop English 1 and English 1LA, notify the English Registration office first, 278-2553.

### **Grading**

English 1LA is a credit/no-credit (CR/NC) course. Your grade will be based on your attendance and your performance in this class. There is special emphasis on workshop participation, the completion of workshop activities, and homework. Failure to complete a requisite number of 1LA assignments will result in a no-credit (NC) grade.

English 1LA with a grade of C or better to clear English remediation. Students who do not pass both components must repeat both classes.

Your English 1LA grade counts for 20% of your English 1 grade. At the end of the semester your English 1LA grade will be reported to your English 1 teacher, who will factor it into your total English 1 grade.

***There is no extra credit work in this class.***

Grading will be managed by a point system. Of the total points possible in the class, 100-90% =A; 89-80%= B; 79-70%= C; anything below this percentage constitutes a no-credit (NC) grade.

### **Attendance**

More than four (4) absences will result in a no-credit (NC) grade.

## **Expenses & Required Texts**

Since English 1LA is a supplement to your English 1 class, your English 1LA teacher will be working from the same texts you have for English 1. However, you will be required to provide the members of the workshop with copies of your papers at various times during the semester. Remember that each time your work is featured in a workshop, you must bring a copy for every person in the class.

## **Getting Outside Help**

Your English 1LA workshop is not your only source of help at CSU Fresno. Because we think the good reader and writer has a better chance of succeeding in college, we encourage you to also visit other campus agencies like our Writing Center (ED 184) and the Learning Resource Center (LS 137).

## ***Policies & Disclosures***

### **Student with Special Needs**

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

### **Cheating & Plagiarism**

“Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work”

Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University’s policies, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

### **Disruptive Classroom Behavior**

“The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained . . . . Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share themselves without losing their identities, and to develop an understanding of the community in which they live . . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

# ***Schedule of Classes & Course Objectives***

## **Course Goals**

This class has been created to provide each student with the opportunity to receive intense, guided practice in reading and writing. Since class size is limited to no more than twelve students, each of you should get the sort of attention and response that may help you find better ways to function as a reader and writer.

Thus, as a fundamental goal, we are hopeful that you will carry away from this course a series of generalizations about the things that good readers and good writers ***do*** in order to succeed at the university. Many students believe academic literacy is about imitating various structures of writing or about mastering rules for grammar and usage. While that kind of knowledge may be useful to many students, we have found that asking students to reflect on the kind of thinking good readers and writers perform, as well as the kind of decisions they make as they make sense out of the things they read and write is a more lasting and useful approach to academic literacy. Consequently, this course will ask you to articulate what you are learning about ***how*** to make good writing or ***how*** to perform a comprehensive reading. That kind of reflection is a staple of this course, and if, as a beginning writer, you are unwilling to attempt this kind of thinking, the course will be difficult to master.

However, we have found that students who come to class willing to honestly share their thinking, willing to admit that they have more to learn about being a good reader and writer, willing to be patient, and sincere in their approach to the course content, these students often make the largest improvement in the class.

Learning is an active performance. Writers don't get good at writing simply because they talk about writing; writers improve because they write a lot and they think about how they write a lot. We hope writers improve because they are willing to taking risks, committed to analyzing both the content of the essay as well as the process through which the essay was built, and then reflective enough to generate specific conclusions about what can be done to improve a literacy performance.

Your job in this class is to work hard, to read everything put in front of you, to ask questions that are designed to improve understanding, and to come to class ready to think. A passive or belligerent student seldom generates the improvement we all hope for. Improving your reading and writing skills means you will have to try to do difficult things in this class, things that you may think you have already mastered, but, nonetheless, things you can benefit from looking at once again.

Your instructor in this class is an excellent writer. That is why he or she has been chosen for this job. Our instructors are given a curriculum which they pass along to you. Studying with other instructors, your instructor will often be able to give you valuable insight into reading and writing processes. Make good use of them. **BUT**, remember, these instructors are there to assist you; **DO NOT** try to somehow work your English 1 instructor against your English 1LA instructor. Making comments about who is a better instructor, or how the curriculum for your two instructors is different will serve no one well. Be honest, but remember to be professional in your relationships with your instructors.

Finally, learning to read and write is an ongoing process. Good grades at one level of your education do not insure success at another level. Like a good athlete or any other kind of performer, readers and writers must continue to practice their craft, think about what makes them good at it, and also think about specific ways to get better. The 1LA class is like a practice field, a place where you can break your "game" down into its smaller components and figure out what you can **DO** to perform better. Work hard and learn.

## **SCHEDULE OF CLASSES**

Week 1: Course introduction; setting a purpose for the class

Week 2: reading/ idea generation/ sentence competence

Week 3: reading/ drafting/ sentence competence

Week 4: reading/ revising/ writer's workshop

Week 5: assessing your writing/ argument/ topics to thesis

Week 6: assessing your writing/ paragraphs

Week 7: assessing your writing/ meeting the prompt requirements

Week 8: writing good sentences/workshop

Week 9: writing good sentences/workshop

Week 10: revision strategies/ workshop

Week 11: writing good sentences/ workshop

Week 12: working with sources/ workshop

Week 13: working with sources/ evaluation/ workshop

Week 14: working with sources/evaluation/ workshop

Week 15: preparing portfolios

Week 16: preparing portfolios

***The English 1LA schedule is tentative and subject to change with advance notice provided by your workshop instructor***