COURSE INFORMATION

COURSE TITLE
CCR 094—Studio 121

COURSE DESCRIPTION
Integrates and contextualizes reading and writing strategies tailored to co-requisite ENG 121 coursework.

CREDIT HOURS
3

SUGGESTED PREREQUISITE KNOWLEDGE
None

CCCOnline Course Policies
The CCCOnline Course Policies page contains information about the student's role in the classroom, grading policies, and rights and responsibilities.
**COURSE MATERIALS**

You can purchase all course materials (texts, calculators, software, etc.) from your [home college bookstore](#) using cash, a credit card, or financial aid. On the bookstore website, click “Ready to Order” and select the bookstore from which you’d like to make your purchase.

**Minimum Computer Requirements**

To complete this course, you will need regular access to a computer from which you can access the internet and use email. In order to ensure that your course functions properly, you must run the System Check. This is a critical step, and taking the time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, select *Tools* in the course NavBar, and then select *System Check*.

**Required Text**

**Main Text**


**Sources of Other Course Readings**

*The NROC Project*. The Monterey Institute for Technology and Education, [thenrocpproject.org](http://thenrocpproject.org/).
COURSE COMPETENCIES AND OUTCOMES

STUDENT COMPETENCIES

The competencies you will demonstrate in CCR 094—Studio 121 are as follows:

1. Utilize active and critical reading processes to ENG 121 discipline-specific readings and resources.
2. Apply the writing process to ENG 121 discipline-specific course materials.
3. Demonstrate proficiency with conventions of composition.

The Topical Outline for this course can be found here.

The module outcomes that will permit you to demonstrate course competencies are:

**MODULE 1**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the writing process, and identify strengths and weaknesses in one's own process.</td>
<td>2, 3</td>
</tr>
<tr>
<td>2. Summarize main ideas in a long-form book as they pertain to identity and writing.</td>
<td>1</td>
</tr>
<tr>
<td>3. Demonstrate critical reading skills through annotation and reflection.</td>
<td>1</td>
</tr>
<tr>
<td>4. Identify and give examples of elements of narrative writing found in a long-form book.</td>
<td>1</td>
</tr>
<tr>
<td>5. Plan and write a narrative essay.</td>
<td>2, 3</td>
</tr>
<tr>
<td>6. Demonstrate critical reading and grammar understanding through NROC interactive exercises and/or the introductory discussion.</td>
<td>1, 2, 3</td>
</tr>
</tbody>
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**MODULE 2**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Examine the use of language in a long-form book to develop critical thinking skills.</td>
<td>1, 2</td>
</tr>
<tr>
<td>2. Demonstrate critical reading and analysis skills by quoting detailed support for analysis.</td>
<td>1, 2</td>
</tr>
<tr>
<td>3. Paraphrase, explain, and apply feedback on writing.</td>
<td>2, 3</td>
</tr>
<tr>
<td>4. Plan, write, review, and revise a close analysis essay.</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>5. Demonstrate critical reading and grammar understanding through NROC interactive exercises.</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

**MODULE 3**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Deconstruct and evaluate argument and rhetorical context in a long-form book, and justify evaluation.</td>
<td>1, 3</td>
</tr>
<tr>
<td>2. Demonstrate critical reading through evaluation of opinion argument sources.</td>
<td>1, 2</td>
</tr>
<tr>
<td>3. Compare opinion argument sources with a long-form book.</td>
<td>1, 2</td>
</tr>
<tr>
<td>4. Paraphrase, explain, and apply feedback on writing.</td>
<td>2, 3</td>
</tr>
<tr>
<td>5. Plan, write, review, and revise a rhetorical analysis essay.</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>6. Demonstrate critical reading and grammar understanding through NROC interactive exercises.</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>
### Module 4

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Interpret argument and purpose in a long-form book in order to explain a larger context.</td>
<td>1, 2</td>
</tr>
<tr>
<td>2 Investigate issues from a long-form book in scholarly articles.</td>
<td>1, 3</td>
</tr>
<tr>
<td>3 Combine articles to create a synthesis of main ideas and arguments.</td>
<td>1, 2</td>
</tr>
<tr>
<td>4 Paraphrase, explain, and apply feedback on writing.</td>
<td>2, 3</td>
</tr>
<tr>
<td>5 Plan, write, review, and revise a synthesis essay.</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>6 Demonstrate critical reading and grammar understanding through NROC interactive exercises.</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

### Module 5

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Develop researchable topic ideas from critical reading and analysis of a long-form book.</td>
<td>1, 3</td>
</tr>
<tr>
<td>2 Investigate research questions.</td>
<td>1, 3</td>
</tr>
<tr>
<td>3 Examine and interpret scholarly sources.</td>
<td>1, 3</td>
</tr>
<tr>
<td>4 Combine sources to understand, create, and support an argument.</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>5 Paraphrase, explain, and apply feedback on writing.</td>
<td>2, 3</td>
</tr>
<tr>
<td>6 Plan, write, review, and revise an argument essay.</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>7 Demonstrate critical reading and grammar understanding through NROC interactive exercises.</td>
<td>1, 2, 3</td>
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**Grading and Evaluation**

**Methods**

Evaluation includes a combination of discussion participation, assignments, and other evaluations. Rubrics are provided for assignments and discussions.

**Grading Policies**

Mark all module due dates on your calendar for this class. Early submission of assignments and initial discussion posts is permitted. However, early submissions will not be graded until after the deadline for the assignment has passed.

Late submissions will be considered for acceptance on a case-by-case basis, with prior notice. Contact your instructor before the due date if you will need extra time or assistance for any reason.

*Please note: This course is not self-paced and is not open-exit. All work is to be completed before 11:59 p.m. MST/MDT on the due date listed on the Course Schedule page.*

**Summary of Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Icebreaker (1 @ 20 points)</td>
<td>20</td>
<td>2%</td>
</tr>
<tr>
<td>Discussions (15 @ 25 points each)</td>
<td>375</td>
<td>37.5%</td>
</tr>
<tr>
<td>Essay Assignments (5 @ 75 points each)</td>
<td>375</td>
<td>37.5%</td>
</tr>
<tr>
<td>My Journal Reflection and Book Club Assignments (10 @ 15 points each)</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>NROC Reviews (8 @ 10 points each)</td>
<td>80</td>
<td>8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grading Scale

A = 90 to 100%  B = 80 to 89%  C = 70 to 79%  D = 60 to 69%  F = 59% and below

**Discussions**

You will complete three academic discussions in each module. Each discussion is a chance to practice skills you will need to use in your essays and to work on the writing process (preparing for an essay). Discussions are an important part of our class, and thoughtful participation is necessary. The requirements for discussion assignments are the same in ENG 121 and CCR 094.
**Peer Review**

Some of the discussions you will participate in will be peer review workshops, where you will give your peers feedback on their writing. Peer reviews are a very important part of the writing process; you will have the opportunity to hear how your readers receive your work before you turn it in for a grade. Know that, as a reviewer, you are not expected to be an expert writer, just a thoughtful reader. Tell the writer how their essay sounds to you. If it is confusing, tell them why. If it seems like it needs more support, show them where. If it seems as though the writer has forgotten the audience, tell the writer how to find the audience and address them again. Peer reviews should focus on content of writing and not necessarily on grammar and proofreading issues.

**Quantity and Timeliness**

Timeliness is essential for all of us in this class, as it is crucial for success. For each discussion, you should post an initial response to the discussion prompt by the date listed on the schedule (mid-week). Then, you should return to the discussion at least two more times throughout the week to respond to at least two peer posts. Because of the collaborative nature of discussions, no late or makeup posts can be accepted.

**Quality**

Your initial posts and replies should show critical thought and connection to the resources provided in the module. Be sure to read directions carefully, and thoughtfully address all aspects of the discussion prompt in your initial post. Your peer responses should work to further the discussion. You should do more than simply agree with your peers. Responses such as “Right on!” and “That is so interesting!” do little to advance or add to the discussion. Instead, state your own opinions and ideas as they relate to your peers’ ideas, ask questions, and/or use module readings and resources to add to the discussion. The success and usefulness of these discussions depends on you! Use these discussions to think, brainstorm, practice, and learn collaboratively with your peers.

**Community**

In order to create a safe learning space, all members of this course must commit to creating a place of study where everyone is treated with respect and courtesy. Everyone must share in the commitment to protect the integrity, rights, and personal safety of each member of the class community. I expect disagreement in our discussions, and am thrilled that diversity of opinion exists. Please be sure to disagree respectfully. Please never shy away from allowing your voice to be heard in our classroom.
GENERAL DISCUSSION FORUMS

There are three general discussion forums you can post to if you have questions, concerns, or comments. If you have questions about anything technical, please post to the Technical Issues discussion topic. Your classmates can jump in and help out with anything posted to this discussion. If you are struggling with understanding course content, assignments, or due dates, then post to the Help, I don't understand the content! discussion topic. Your classmates may be able to answer your questions here as well. Virtual Cafe is an open discussion where you can freely post to your classmates about course content and other issues of interest.

ASSIGNMENTS

This class is a learner-centered reading and writing course geared toward connecting and improving your reading and writing skills. Each module will require one summative essay, 1-2 NROC units, and several building block discussion assignments to help you prepare for your essay. Each module will also require a short reflective writing assignment and a short Book Club assignment. Our assignments are all connected to the work you do in the NROC units and to our book, *The Book of Yaak*.

- In Module 1 you will review essential writing skills, narration, and using details by writing a personal narrative essay.
- In Module 2 you will practice critical reading and thinking by writing a close analysis essay.
- In Module 3 you will demonstrate understanding of argumentation and rhetoric by writing a rhetorical analysis essay.
- In Module 4 you will practice synthesis by writing a synthesis essay.
- In Module 5 you will be introduced to research and argument by writing a researched argument essay.

Each writing assignment requires preparation and revision. Be sure to read assignment guidelines carefully and address all aspects of the assignment in your writing. You will submit most essays to peer review workshops, and then revise them before submitting them for a grade. Graded essays may not be revised for another grade. All of your written assignments will be submitted to the appropriate assignment folder after revision. Each assignment has a grading rubric that explains the general grading criteria. You can review these rubrics before submission to help you revise. If you would like additional feedback on your essay before submission, be sure to take advantage of the Writing Studio in the Brainfuse online tutoring system. The link is on our course home page.
The Book of Yaak

We will read *The Book of Yaak* in this course. For each module you will be assigned to read part of the book. The discussion and writing assignments will tie into those assigned chapters. *The Book of Yaak* is an argument, but it is also a personal narrative. Rick Bass uses engaging descriptive prose to tell his story and to make his arguments compelling. Read closely and annotate to understand the depth of Bass’s writing, but also read to enjoy the beauty of Bass’s prose and message!

NROC Developmental English Platform Website

This course uses the NROC Developmental English platform, which contains interactive media content with links to tutorials, videos, and exercises to help you remember what you learn. Access to the NROC Developmental English platform is provided in each module of this course.

Look for the NROC link icon to guide you to the NROC Player where you will find the activities you'll need to complete for each module.

NROC Activities

Each NROC unit has several activities for you to complete:

- Watch the Introduction video to get an overview of the unit.
- Watch the Pre-Reading video and answer the My Journal questions to practice pre-reading skills and reading comprehension. I will interact with you in each My Journal area of each NROC unit.
- Complete the Active Reading activities. Note that the Active Reading section has interactive features to help with reading comprehension, vocabulary, and grammar. Be sure to use these features to your benefit during reading!
- Watch the Post-Reading video and answer the My Journal questions to practice reading comprehension and critical thinking.
- Complete the Review quiz. This short, graded quiz will review the skills and information presented in the previous sections.
- In some units you will also be asked to watch the Pre-Writing video and use the My Journal questions to brainstorm and plan a writing assignment.
- In some units you will be asked to use the Writing Center to create and revise a writing assignment.
**My Journal Activities in the NROC Player**

While working through the activities in the NROC Player, you will often be directed to the My Journal feature to record your answers to questions and to brainstorm ideas for reading and writing assignments. These are called In-Line Exercises. Even though this is your workspace and there are no grades associated with it, your instructor will often review your work there to see that you are using it to its full potential. You will also find that the work you do there will help you with your writing assignments, so being fully engaged with the My Journal activities will help ensure your success in the course.

**Foundation Lessons in the NROC Player**

You will find that each unit in the NROC Player has foundation lessons associated with it. These are supplemental lessons similar to what you may have seen in a traditional textbook. Your instructor may suggest that you review specific foundations based on your individual needs, or you may review the foundations on your own if you need further clarification on any of the topics in a given unit.
 COURSE SCHEDULE

The schedule is subject to change as needed.

This page summarizes all of the graded assignments, exams, and reading assignments for the course. If you want, you can print it out and post it somewhere handy.

All assignments are described in detail on the module assignment pages. If you have questions, check there and/or send the instructor an email.

This course is not self-paced and is not open-exit. All assignments, papers, quizzes, discussions, etc., are to be completed by no later than 11:59 p.m. MST/MDT of the due date.

NOTE: Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the CCCOnline Calendar.

MODULE 1

Reading/Assignments/Exams                      Due Dates
Student Icebreaker Discussion
Read Exploration of Identity Narrative
NROC Unit 3: Discovering Implied Meaning
(All readings and interactive activities)        insert due date
Discussion 1: What Makes a Personal Narrative Good?
Module 1 Assignment 1: My Journal: The Writing Process
NROC Unit 3 Review
Read The Book of Yaak: Introduction, “Home,” “The Value of a Place,”
“Almost Like Hibernation,” and “The Land That Congress Forgot”
Discussion 2: Narrative Brainstorming             insert due date
Module 1 Assignment 2: Book Club: The Book of Yaak and Rules for Writers
Discussion 3: The Book of Yaak: Narrative Writing
Module 1 Assignment 3: Personal Narrative: The Moment That Changed Everything

CCR094 Syllabus Page 10
### Module 2

**Reading/Assignments/Exams**

Read Exploration of Close Analysis

Read The Book of Yaak: “Four Coyotes,” “The Fringe,” and “My Grizzly Experience”

NROC Unit 1: Introduction to College Reading and Writing
(Introduction, Pre-Reading, Active Reading, and Post-Reading)

NROC Unit 1 Review

Discussion 1: “Four Coyotes”

Module 2 Assignment 1: Book Club: The Book of Yaak: Writing Effectively

NROC Unit 2: Identifying Main Ideas
(Introduction, Pre-Reading, Active Reading, and Post Reading)

NROC Unit 2 Review

Discussion 2: Rhetorical Situation and Close Analysis Practice

Module 2 Assignment 2: My Journal: Feedback Reflection

Discussion 3: Peer Review Practice

Module 2 Assignment 3: Close Analysis: “Art,” “Grace,” “Magic,” and the “Wilderness”

### Module 3

**Reading/Assignments/Exams**

Read Exploration of Rhetorical Analysis

NROC Unit 9: Applied Critical Analysis
(All readings and interactive activities)

NROC Unit 9 Review

Read The Book of Yaak: “Antlers”

Discussion 1: Outline an Analysis

Module 3 Assignment 1: Book Club: The Book of Yaak: Rhetorical Questions


Read Module 3 articles: “In Defence of Clear-Cut Logging,” “Letter on Clear-Cut Logging,” and “Dead End for Logging Roads” (All available through the CCCOnline Library)

Discussion 2: Connections

Module 3 Assignment 2: My Journal: Feedback Reflection

Discussion 3: The Book of Yaak Analysis Peer Review

Module 3 Assignment 3: Rhetorical Analysis Essay: The Book of Yaak
Module 4

Reading/Assignments/Exams

Due Dates

Read Exploration of Synthesis
NROC Unit 8: Informed Opinions through Causal Chains
(Introduction, Pre-Reading, Active Reading, and Post-Reading)
NROC Unit 8 Review
Read The Book of Yaak: “Cores,” “The Dark-Eyed Owls,” “This Savage Land,” “Healing,” “Fires,” and “My Congressman”
Discussion 1: Causal Chains
insert due date
Module 4 Assignment 1: Book Club: The Book of Yaak: Reading a Synthesis
NROC Unit 6: Learning Across Disciplines
(Introduction, Pre-Reading, Active Reading, and Post-Reading)
NROC Unit 6 Review
Read Module 4 articles: “Wolves, Lies & Logging: Racing to Save Endangered Caribou and Stop the Wolf Cull” and “Balancing Preservation and Logging: Public Lands Policy in British Columbia and the Western United States”
(Both available through the CCCCOnline Library)
Discussion 2: Synthesis Brainstorming
insert due date
Module 4 Assignment 2: My Journal: Feedback Reflection
Discussion 3: Synthesis Essay: The Book of Yaak Peer Review
insert due date
Module 4 Assignment 3: Synthesis Essay: The Book of Yaak

Module 5

Reading/Assignments/Exams

Due Dates

Read Exploration of Researched Argument
NROC Unit 4: Interpreting Bias
(All readings and interactive activities)
Read The Book of Yaak: “Hot Lead,” “The Totem Pole,” “Metamorphosis,” and “Conclusion”
Read the Module 5 articles: “In Praise of a Place,” “Methods and Tools for Addressing Natural Disturbance Dynamics in Conservation Planning for Wilderness Areas,” “Wilderness Preservation and Biodiversity Conservation – Keeping Divergent Goals Distinct,” and “The Resilience Dilemma: Incorporating Global Change into Ecosystem Policy and Management” (All available through the CCCCOnline Library)
NROC Unit 4 Review
Discussion 1: Position Argument Outline
insert due date
Module 5 Assignment 1: Book Club: The Book of Yaak: Purpose
NROC Unit 10: Using Sources in Critical Reading and Writing
(Introduction, Pre-Reading, Active Reading, and Post-Reading)
NROC Unit 10 Review
Discussion 2: Argument Brainstorming
insert due date
Module 5 Assignment 2: My Journal: Feedback Reflection
Discussion 3: Researched Argument Peer Review
insert due date
Module 5 Assignment 3: Researched Argument Essay

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