



A Window into a Corequisite Classroom

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Courses:

Writing 1 is the 4-unit College Writing course. Students are required to read a minimum of 400 pages taken from a minimum of five texts, two of which should be book-length and should reflect a diversity in point of view, authorship, contexts and genres and write a minimum of 4 essays (at least 8,000 words). Here is the [course outline of record](#).

Writing 302 is the 2-unit support course, College Writing Skills and Support. WR 302 provides instruction in the basic conventions of college essay writing to supplement the concurrent WR 1 course. In WR 302, students receive additional support for topics covered in WR 1. Here is the [course outline of record](#).

Writing 382 is the .5 unit Writing Center support course. This pass/no-pass corequisite course offers one-on-one conference instruction with English instructors for students. Students must spend at least 24 hours in the Writing Center during the semester and participate in no fewer than four formal conferences in order to receive credit. Here is the [course outline of record](#).

ESL 302 is the 2-unit supplemental course, Academic Language Support for College Writing. ESL 302 is designed for non-native English writers who need to refine their proficiency in Academic English as they are concurrently enrolled in WR 1. In ESL 302, students receive additional linguistic support as they write essays in WR1.

ESL 382 is the .5 unit Writing Center support course for ESL 302. This pass/no-pass corequisite course offers one-on-one conference instruction with English/ESL instructors for students. Students must spend at least 24 hours in the Writing Center during the semester and participate in no fewer than four formal conferences in order to receive credit. Here is the course outline of record.

Course Syllabus:

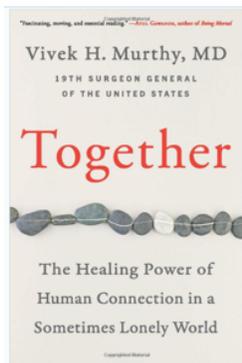
Here is the syllabus for [Serpas's WR 1 + WR 302](#).

Here is the syllabus for [Beck's WR 1 + ESL 302](#).

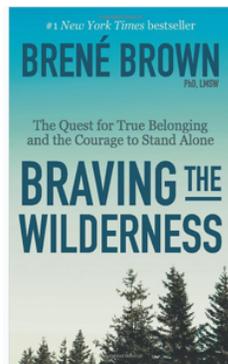
Course Theme:

The theme for this writing course is human connection. We read, think, write about the concepts of belonging, loneliness, and connection.

Course Texts:



Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone by Brené Brown



Together: The Healing Power of Connection in a Sometimes Lonely World by Vivek Murthy

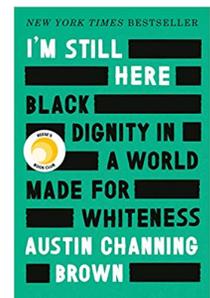
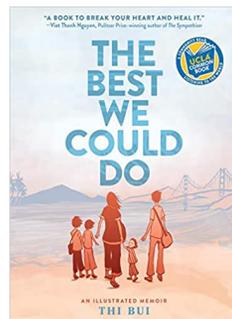
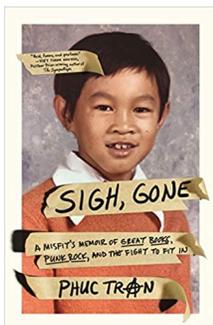
Excerpts from *How We Show Up: Reclaiming Family, Friendship, and Community* by Mia Birdsong

Selected Episodes from *The Michelle Obama Podcast: Higher Ground*

Students choose

one memoir to read for Essay 3:

- *Sigh, Gone: A Misfit's Memoir of Great Books, Punk Rock, and the Fight to Fit In* by Phuc Tran
- *I'm Still Here: Black Dignity in a World Made for Whiteness* by Austin Channing Brown
- *The Best We Could Do: An Illustrated Memoir* by Thi Bui



Course Units:

Essay 0 (Week 1)

Key Inquiry Questions:	The goal of Essay 0 is to get a writing sample from students. Students are given full credit for meeting minimum requirements (2-page essay) and are given mostly positive feedback, with maybe one gentle suggestion for their work moving forward to Essay 1.
Text	<i>Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone</i> (Chapter 1)
Prompt:	<p>For this writing assignment, I'd like you to tell your own story of belonging. You can choose to tell multiple stories, like Brown does in Chapter 1 of <i>Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone</i>, or you can share one single story. You can focus on times when you felt like you didn't belong, or you can focus on times you felt like you did belong. It's totally up to you. I'd also like you to connect your story (or stories) to Chapter 1. What in the chapter connects to your experience? Make sure you incorporate information from the text, either in quotation or paraphrase, into your essay.</p> <p>I'd like you to write at least 2 full pages (feel free to write more if the assignment speaks to you). I will give you feedback, but you will get credit simply for completing this assignment and meeting the 2-page minimum.</p> <p>Full prompt for Essay 0 linked here.</p>

Unit 1 (Weeks 1-5): True Belonging

Key Inquiry Questions:	What is true belonging? Why are we so disconnected? What are steps I can use to build true belonging, and how do I currently use those steps in my life?
Text	<i>Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone</i>
Prompt:	For this assignment, we have read about the concept of true belonging and steps we can take individually to enhance feelings of connection and belonging while remaining true to ourselves. For this assignment, I would first like you to explain the concept of true belonging and discuss what has

	<p>contributed to the current state of disconnection among people, according to Brown. Next, you should summarize 2 of Brown's steps for creating authentic human connection (chapters 4-7) and evaluate your own strengths and weaknesses in your two chosen areas, using specific examples from your own experience. Brown's steps include 1) People are hard to hate close up. Move in. 2) Speak Truth to Bullshit. Be Civil. 3) Hold Hands. With Strangers. 4) Strong Back. Soft Front. Wild Heart.</p> <p>Full prompt for Essay 1 linked here.</p>
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Unit 2 (Weeks 6-10): Better Together

Key Inquiry Questions:	Why is human connection important? What factors influence how we connect with others?
Text	<p><i>Together: The Healing Power of Connection in a Sometimes Lonely World</i> by Vivek Murthy (Chapters 1-4)</p> <p><i>How We Show Up: Reclaiming Family, Friendship, and Community</i> by Mia Birdsong (Chapter 1)</p> <p><i>The Michelle Obama Podcast: Higher Ground</i> (Episodes 1 & 2)</p>
Prompt:	<p>For this assignment, you will analyze the importance of human connection by discussing the social, cultural, and evolutionary causes of loneliness and its impact on individuals, and then explain why it is important for human beings to connect with one another, arguing why it is important <i>now</i>, maybe more than ever, for individuals to come together and build a more connected world. The purpose of this assignment is for you to closely review texts and present a clear, claim-based discussion. You will also need to support your thesis by citing adequate examples and specific details from the texts.</p> <p>Full prompt for Essay 2 linked here.</p>

Unit 3 (Weeks 11-14): Human Connection in a Memoir

Key Inquiry Questions:	How do the ideas we learned about human connection impact an individual's life?
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<p>Text</p>	<p>Students work in groups and select which memoir they will read from the following 3 options:</p> <p style="text-align: center;"><i>Sigh, Gone: A Misfit's Memoir of Great Books, Punk Rock, and the Fight to Fit In</i> by Phuc Tran</p> <p style="text-align: center;"><i>I'm Still Here: Black Dignity in a World Made for Whiteness</i> by Austin Channing Brown</p> <p style="text-align: center;"><i>The Best We Could Do: An Illustrated Memoir</i> by Thi Bui</p> <p>In addition, students use information from at least two of the texts they have already read this semester to help them develop their analysis:</p>
<p>Prompt:</p>	<p>Throughout the semester, we have learned about the many factors that influence the ways in which we connect with those around us. For this unit, you will read about one person's experience of belonging and connection in their memoir. In your essay, you will analyze the various factors that influence the ways in which the author connects with those around them. Think about the influence of family, history, culture, race/ethnicity, and any other factors you notice. In your discussion, be sure to reference at least two of the texts (in addition to the memoir) that we have read this semester.</p> <p>Full prompt for Essay 3 linked here.</p>

Unit 4 (Weeks 15-18): Human Connection in Action

<p>Key Inquiry Questions:</p>	<p>What can I do with the knowledge I have acquired about the importance of human connection?</p>
<p>Text</p>	<p>Students use three reliable outside sources + at least one of the texts we have read this semester to build their projects.</p>
<p>Prompt:</p>	<p>Throughout the semester, we've been studying the importance of human connection. Now, it's time to put what we've learned into action. For this assignment, you will be creating a project (or an overview of a project) that will help build connection within a specific audience. For example, you might create an Instagram page where college students can share moments of collective joy. Or maybe you'll plan an event to help a specific group of people build connections, like the Space Gatherings created by Serena Bian in Chapter 6 of <i>Together</i> or the "Drop By Dinner" created by Mia Birdsong in Chapter 7 of <i>How We Show Up</i>. Maybe you want to think small and design an activity that you can do with your family or a small group of friends to build connection. Then, you will do some research to learn more information about your topic, and maybe your audience. Next,</p>

	you will share your human connection project in an essay in which you introduce your audience, summarize your research findings, and share and analyze your project.
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[Full prompt for Essay 4 linked here.](#)



A Window Into Unit 2: Better Together

Overview:

In Essay 2, students are reading multiple texts and working to analyze the causes of loneliness and discuss why connection is important, especially today. In Essay 1, they used one book to answer the prompt, so this is a step up in terms of difficulty.

Prompt:

For this assignment, you will analyze the importance of human connection by discussing the social, cultural, and evolutionary causes of loneliness and its impact on individuals, and then explain why it is important for human beings to connect with one another, arguing why it is important *now*, maybe more than ever, for individuals to come together and build a more connected world. The purpose of this assignment is for you to closely review texts and present a clear, claim-based discussion. You will also need to support your thesis by citing adequate examples and specific details from the texts.

[Here is a link to the full prompt for Essay 2.](#)

Main Class Assignments:

Links share sample documents from Essay 2

Preview Assignments introduce students to the author and give them a preview of the text in order to prepare them to read.

Reading Logs allow students to practice critical reading skills and gather information from the text for their formal essays, and students complete activities as they read at home and in class as we discuss the readings together as a group. This is meant to be a living document, so students work on these reading logs throughout the reading assignments for a unit. I provide feedback throughout the unit, and students can revise in response to the feedback before submitting for a grade when they have finished all the reading activities for a unit.

Sample Essays provide students with an example of a former student's approach to the assignment. Students annotate the sample essay and answer reflection questions after reading.

Graphic Organizers help students to gather information for their essays in order to organize their thoughts and prepare to write.

Final draft of the essay is the culminating activity and main focus of the unit. This assignment is counted entirely toward their College Writing course (the main class). Students can revise if they are unhappy with their grade, but I usually encourage them to keep working on the next essays as they are worth an increasing percentage of their final grade.

Essay Reflection gives students the opportunity to reflect on their writing process and share any information I might need to know about their writing process. This is submitted along with the final draft.

Support Class Assignments:

Links share sample documents from Essay 2

In-class discussions of the reading are completed each week after a reading assignment is due. Students work in small groups on activities to help them discuss the readings and make sure everyone is understanding the key ideas. I would definitely still do a version of this in a class without support, but the extra time in the support class allows me to go more in depth and take more time with the discussion.

Prompt Review assignments ask students to annotate the prompt and answer embedded questions throughout the prompt to check for understanding.

Reading Wrap-Up Activity asks students to reflect on their reading experience for each essay and think about how the reading went for them, what they learned about themselves as readers, and how they might read differently for the next essay.

Rough Draft Submission takes place while they are drafting. I typically ask students to draft the introduction + one body paragraph before I review. I access their draft in their Google document and provide feedback directly in the draft.

Optional Discussion Board (extra credit) allows students to copy and paste their rough draft (introduction + 1 body paragraph) into a class discussion board. I provide feedback on the draft publicly as a comment in the discussion board. This allows students to not only see how their classmates are approaching the essay, but also how I am responding to that essay. This assignment was inspired by this blog and webinar: "[Sampling and Remixing: Using Peer Models to Increase Engagement](#)" by Jesus Limón Guzman.

Individual Conferences allow students to work one-on-one with me on each essay. These 15-minute Zoom or in-person conferences are scheduled throughout the week the essay is due, and students sign up on the Canvas calendar. Often, I review the rough draft submission described above in the individual conference.

Writing Center Conferences are required for each essay assignment. Students work one-on-one with an instructor in the college's Writing Center for feedback on their drafts. Then, they fill out a form discussing their conference to earn credit in the support course.

Feedback Reflection and Goal Setting Activity allows students to reflect on the feedback after the essay is graded and create goals for the next essay.

Check-In Surveys are completed at the end of each class to check in with everyone and make sure things are going okay in our class, in their other classes, and in their lives. I often respond with individual emails if students have specific questions or with whole-class announcements to address more pervasive questions.

ESL Support Class Assignments:

Links share sample documents from Essay 2

Post Reading Quick Checks-When we do in-class readings to build content (cultural) knowledge, I ask students to quickly share their understanding of the texts. It is usually a low-stakes and fun exercise. This one was done with a Padlet to expand their knowledge of Moais.

Post-Reading Discussions: These group activities happen in-class after we read. Students use their at-home reading activities to help them prepare these short presentations about a specific section of the chapter. After the slides are done, each group takes turns explaining what they read with their slide.

Prompt Review and Annotation: These assignments ask students to annotate the prompt and answer embedded questions to check for global understanding and language/vocabulary.

Draft Submission: Students submit a completed draft two. I give them advise for revision and editing and use our IVC correction symbols to give them language feedback.

Individual Conferences to Address **Content and Language Feedback** and **Quick Lessons**: I meet one-on-one with students and we review my feedback together. I also use this 1:1 time to do just-in-time language instruction.

Language/Grammar Workshops: These happen on the day students are submitting their final drafts. I do these when I notice many students have the same language errors in their drafts.

Language Use Reflection: Metacognitive and fun activities on writing and language growth I make these fun, in-class work they can share if they choose to. From these activities, I create "Language Friends." These small groups share best practices for editing, etc..[Sample 1 Instructions](#)

Schedule:

NOTE: Our classes are hybrid, so we meet once per week for 3 hours on Mondays or Tuesdays. Typically, the class activities focus on discussing the reading completed the previous week or working toward the essay draft.

ALSO NOTE: I really teach these as one class. Students do all the work in one Canvas shell and I don't differentiate class time. So some weeks we do more support activities and some weeks we do fewer. It should feel like one integrated class for the students.

	Readings	Assignments	Support Assignments	Class Activities
Week 6	<i>Together</i> Ch. 1-2	Murthy preview activity Reading Log for Ch. 1-2		No class - President's Day Holiday
Week 7	<i>Together</i> Ch. 3-4	Reading Log for Ch. 3-4 Preview activities for Birdsong and Obama	Essay 1 feedback and goal setting activity	Discuss <i>Together</i> Ch 1-2
Week 8	<i>How We Show Up</i> Chapter 1 Obama podcasts Ep 1-2	Reading Log for Birdsong and Obama Essay 2 graphic organizer	Essay 2 prompt review Essa 2 reading wrap-up activity	Discuss <i>Together</i> Ch. 3-4
Week 9	Discuss Obama and Birdsong Essay 2 thesis and organization workshop Essay 2 conclusion workshop Essay 2 drafting time	Sample Essay 2 Essay 2 final draft Essay 2 reflection	Week 9 check-in survey Draft of Essay 2 (intro + 1 body paragraph) Individual conferences Writing Center conference	

We are happy to answer any questions you have about the course!
 You can email us at sserpas@ivc.edu or rbeck@ivc.edu
 Thank you!