

<b>Syllabus for: (name of class) English 150 Precollegiate Reading and Writing</b>	
<b>Semester &amp; Year:</b>	Fall 2012
<b>Course ID and Section Number:</b>	English 150 E1704
<b>Number of Credits/Units:</b>	3
<b>Day/Time:</b>	M/W 2:50-4:15
<b>Location:</b>	FM 208
<b>Instructor's Name:</b>	Lesley Manousos
<b>Contact Information:</b>	Office location and hours: By appointment Phone: None Email: lesley-manousos@redwoods.edu
<b>Course Description (catalog description as described in course outline):</b> A course in the development of college-level reading, writing, and critical thinking skills, emphasizing basic argumentation. Students analyze ideas and structure in assigned readings and compose essays supporting arguable thesis statements. The lab component of the course is scheduled in the Writing Center, where students receive individualized instruction in critical reading, in the conventions of standard written English, and in all stages of the writing process	
<b>Student Learning Outcomes (as described in course outline) :</b> <ul style="list-style-type: none"> <li>• Develop an effective, thesis-driven argument appropriate to an academic audience.</li> <li>• Critically read and respond to argumentative texts.</li> <li>• In a multi-stage process, incorporate feedback (from instructors and peers) in essay planning and drafts.</li> <li>• Apply basic grammar and punctuation rules, particularly those that address sentence boundaries.</li> </ul>	
<b>Special accommodations:</b> College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.	
<b>Academic Misconduct:</b> Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course.	
The student code of conduct is available on the College of the Redwoods website at: <a href="http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf">http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf</a>	
College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.	

**English 150:  
Pre-collegiate Reading and Writing (3 Units)  
Fall 2012**

**Meeting Times: M/W (E1704) 2:50-4:15 and (E1705) 4:25-5:50**

**Location: FM 208**

**Instructor:** Lesley Manousos

**Office Hours:** By appointment

**Writing Center Hours:** M/W 6:00-7:25 PM and M 10:05-11:30 AM

**Email:** lesley-manousos@redwoods.edu

**Prerequisite:** English 350 (or equivalent) with a “C” grade or better, or assessment recommendation for English 150. You may need to provide evidence of eligibility.

**Required Course Materials**

- Wilson, Paige, and Teresa F. Glazier. The Least You Should Know about English: Form A. Eleventh Edition. (Modified version for CR).
- Course Packet (English 150 College Reading and Writing) for Lesley Manousos.
- A three-ring binder or folder to keep all work.
- Access to a computer with Internet and word-processing capabilities.
- A flash drive (or some means of saving assigned computer work).
- One letter-size manila file folder (for submitting final drafts of papers).
- Three Blue Books for Competency Exam practices and final.

**Course Outcomes**

For successful completion of this course you will be able to

- Develop an effective, thesis-driven argument appropriate to an academic audience.
- Critically read and respond to argumentative texts.
- In a multi-stage process, incorporate feedback (from instructors and peers) in essay planning and drafts.
- Apply basic grammar and punctuation rules, particularly those that address sentence boundaries.

**Catalog description of English 150**

A course in the development of college-level reading, writing, and critical thinking skills, emphasizing basic argumentation. Students analyze ideas and structure in assigned readings and compose essays supporting arguable thesis statements. The lab component of the course is scheduled in the Writing Center, where students receive individualized instruction in critical reading, in the conventions of standard written English, and in all stages of the writing process.

### **Overview**

In this course you will spend the majority of your time either reading or writing, or talking about reading and writing, (both your own, your peers, and assigned texts). You will also collaboratively review and revise your writing.

This class will function in many ways as a writing workshop, with class meetings often involving peer review and group work. Most classes will start with short in-class writings, and then consist of class discussions, brief lectures and lots of writing. Your writing will be comprised of informal and formal in-class writing, homework reading responses and essay writing.

As you can see the main focus of this class is for you to become a confident and competent reader and writer, who, at the end of the class is able to produce polished, thesis-driven analytical writing.

### **Conduct**

This class involves a great deal of class discussion; during this exchange of ideas I expect all of us to be respectful, patient and open-minded in our interactions with each other. Therefore, please be aware that the use of sexist, racist or homophobic language will on no account be tolerated.

### **The English Department Attendance Policy**

Students at the College are expected to attend all sessions of each class in which they are enrolled. For example, if a class meets twice a week, students should not exceed 4 absences for the semester. If a student exceeds the limit on absences before week 11 of the semester, an instructor will notify the student that he or she has been dropped. After that notification, students are still responsible to go into Web Advisor and withdraw themselves from the class, in order not to receive an F. After week 10, excessive absences will likely result in failure.

*Excused absences require written medical, legal, or athletic documentation.*

Because much of the classroom work you do is with your peers, your absence will adversely affect your peer group. *If you miss class it is your responsibility to contact your peer group if a group activity was scheduled for that day. In addition, you must check MyCR for changes in assignments and class updates.*

**Also, if you are more than 10 minutes late to a class meeting you are still welcome to attend but be aware that you will be marked absent for that day.**

**BE AWARE:** Even if an instructor drops a student due to excessive absences, it is the student's responsibility to officially withdraw from class. Students must drop their classes by the appropriate deadline date through the current registration system (week 10).

*Last Day for Student-Initiated Withdrawal:* Friday, November 2, 2012

### **Due Dates and Late Work**

All due dates are clearly stated in the Daily Plan. Late work is not accepted for reading responses, in-class writing assignments, or papers. However, at the back of your class packet you will find two late coupons for one late reading response and one late paper. These coupons give you one week's extension on the due date for one paper and one reading response. Late papers will be accepted without penalty only if the absence is excused.

Missed quizzes, tests, and in-class assignments may be made up only if the absence is excused. Ask me if you have questions about this policy.

### **Grading Policy**

#### *Writing*

- One 2-4 page Reading Based Argumentative Essay = 5 points
- Two 3-5 page Reading Based Argumentative Essays = 20
- One in-class practice competency= 5 points  
(Highest grade taken from two practice competency exams)
- In-class Competency Exam = 20 points

#### *Reading*

Ten Reading Responses (of eleven) = 20 points

### *Grammar*

Four grammar quizzes = 10 points

Grammar workbook completion = 5

### *Writing Center*

21 hours attendance, minimum 3 conferences = 10 points

### *Participation*

Class discussion and attendance = 5 points

Letter Grades will be based on the following: 93-100=A / 90-92=A- / 87-89=B+ / 83-86=B / 80-82=B- / 77-79=C+ / 70-76=C / 60-69=D / 59 and below=F.

### **Plagiarism and Academic Misconduct:**

Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course.

The student code of conduct is available on the College of the Redwoods website at:

<http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf>

### **Turnitin.com (Online Plagiarism Checker)**

All essays must be posted to Turnitin.com before you can receive credit for them. The process is simple and takes only a few minutes. Pages 9-14 of the Course Booklet explain the procedure, and you will be able to submit your paper in the Writing Center or anywhere that you have access to the Internet.

### **Cell Phones**

Cell phone use is strictly prohibited in the classroom. Please turn off the ringers and vibrate mode; they

are distracting to you, your peers, and me. Any and all cell phone use, including text messaging is not allowed. Students fiddling with their phones will be asked to leave class and marked with an absence.

**Special accommodations:** College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.

\*\*\*Since English 150 concludes with a timed writing competency exam, it is important that you make the necessary arrangements with the Academic Support Center in advance, preferably within the first few weeks of the semester.

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**Please note: The syllabus may be updated or amended as needed.**

### **English 150 Assignment Schedule and Daily Plan\*\***

**The class Daily Plan lists all assignments on the day that they are due.** In-class activities may not be listed, although they will usually be announced in class in advance. There will be a reading response to each essay we read from the **class packet** unless I announce otherwise. These responses may sometimes take the form of in-class writing (ICW) so make sure you have done the readings and are prepared to write about them in class. Writing assignments in the course packet need only be completed if I have assigned them either in class or on the Daily Plan. Homework will always be listed in the Daily Plan under the headings Read and Write.

**All your work should be collected in a folder or binder and brought to every class meeting.** Your binder should contain your Syllabus and Daily Plan, the course packet, work-in-progress, assignments to turn in, and any handouts I pass out. You should keep this paperwork, as well as assignments that have been returned to you and prewriting/drafts of formal essays, until the class is over.

**Weekly grammar homework assignments are found at the end of the Daily Plan.** You must go to the Writing Center to correct your grammar homework. I will collect your corrected books during each grammar unit test—in order to get credit for your work, and to be successful on the unit tests, you must keep up with the assignments.

**All your papers must be typed using the Modern Language Association (MLA) formatting guidelines.** Papers must be double spaced, with one inch margins, using Times New Roman font. The title is centered, and the page number and your last name are placed in the top right corner. Your name, my name, the class title and the date are placed in the top left corner. See example on p19 in the class packet. Reading responses must be typed using MLA formatting.

Please bring the class packet to every class meeting, and The Least You Should Know About English to each class when work related to the book is due. Abbreviations: The Least You Should Know About English = LE, class packet = CP.

Note\*\* Schedule and daily plan are subject to sudden and explosive change.

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## Daily Plan

### Week 1

#### Monday 8/27

Introductions to the course and each other.

#### Wednesday 8/29

Writing Center orientation.

**Read:** Handout “Gonzo Gastronomy: How the Food Industry Has Made Bacon a Weapon of Mass Destruction” by Arun Gupta. Annotate text and be prepared to write a brief reading response in class.

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## Week 2

LE: Parts of Speech and Locating Prepositional Phrases

**Monday 9/3 Labor Day No Class Meeting**

**Wednesday 9/5**

In-class writing.

MLA formatting class packet p 19.

Thesis defined.

Ethos, pathos and logos p 96 and 103.

**Introduction to essay #1, Planning Form p 69, and Thesis Check form p 67.**

Thesis driven writing; see “basic recipe for a short formal essay” class packet p 17.

Topic sentences.

Locating prepositional phrases.

**Read:** “How to Mark a Book” by Mortimer Adler, class packet p 97-99, **then read** “An Animal’s Place” by Michael Pollan p 105-120.

**Write: reading response #1:** One paragraph typed response to these questions (minimum of 250 words.) What argument is Pollan trying to make? Is his article persuasive? Does he seem reasonable? If so, how does he achieve this? Read the entire article before you attempt to answer these questions. Use evidence from the text to support your answers. Annotate your text and be prepared to discuss in class.

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## Week 3



LE: Finding Subjects and Verbs and Identifying Verb Phrases

**Monday 9/10**

In-class writing

*Peer review.*

**Write: First draft of paper #1 (and Planning Form) due; at least 1 full page typed and double spaced.**

**Read:** “Thriving in the Fishbowl” p95, “Argumentative Essays” p 29-30, “The Arguable Thesis” p31-32, “The Arguable Topic Sentence” p 33, “Paragraphing” p 33-36. Come to class with at least one question related to the readings and be prepared to discuss in class.

**Wednesday 9/12**

In-class writing.

**Read:** “The Power of Detail” by Natalie Goldberg p 21, “Let it Snow” by David Sedaris p 23-26, and “Using Specific Details” p 27.

**Write: reading response #2:** How does Sedaris use detail and description to engage his readers? Using examples from the story, speculate how these specific descriptive details affect the reader’s perceptions of the situation. Minimum 250 words, typed and double spaced using MLA

formatting.

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**Week 4**

LE: Understanding Dependent Clauses

**Monday 9/17**

In-class writing

**Read:** “Introductions” p 37-40 and “Conclusions” 41-42, then read “In Gorging, Truth” by Jason Fagone p 129-134.

**Write: reading response #3:** Write an analysis of Fagone’s essay following the directions for writing an analytical paragraph on p 103-104. Minimum 250 words, typed and double spaced using MLA formatting.

### **Wednesday 9/19**

In-class writing.

Dependent Clauses.

*Peer review*

**Read:** Transitional words and phrases p 43-46 and primary research p 47-48.

**Write: Second draft of essay #1 due (and Thesis Check form); at least two full pages using MLA formatting.**

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## **Week 5**

LE: Correcting Fragments

### **Monday 9/24**

In-class writing

Correcting Fragments

**Review for quiz #1.**

**Read:** “They Eat What We Are” by Fredrick Kaufman p 123-128.

**Write: reading response #4:** Write an analysis of Kaufman’s essay following the directions for writing an analytical paragraph on p 103-104. Minimum 250 words, typed and double spaced using MLA formatting.

### **Wednesday 9/26**

In-class writing.

**Introduction to paper #2, Planning Form p 83, and Thesis Check form.**

**Grammar quiz #1: Material from weeks 2-4.**

**Write: Final draft paper #1 due** following MLA guidelines. Must be a minimum of 2-4 pages in length. Include all three drafts of your paper, two peer review sheets and at least one Writing Center conference form; put all these in a manila folder with your name clearly marked on the front.

## **Week 6**

LE: Correcting Run-on Sentences

### **Monday 10/1**

In-class writing

Run-on sentences.

**Read:** "Add Cake, Subtract Self-esteem" by Caroline Knapp p 135-142.

**Write: reading response #5:** Write an analysis of Knapp's essay following the directions for writing an analytical paragraph on p 103-104. Minimum 250 words, typed and double spaced using MLA formatting.

### **Wednesday 10/3**

In-class writing.

Peer review.

**Write: First draft of paper #2 due (and Planning Form p 83); at least two full pages using MLA formatting.**

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## Week 7

LE: Using Pronouns: Case and Pronoun Agreement

### Monday 10/8

In-class writing

#### Review for quiz #2.

**Read:** “America’s Wandering Families” by Loretta Schwartz-Nobel p 145-151.

**Write: reading response #6:** Write an analysis of Schwartz-Nobel’s essay following the directions for writing an analytical paragraph on p 103-104. Minimum 250 words, typed and double spaced using MLA formatting.

### Wednesday 10/10

In-class writing

#### Grammar quiz #2: Material from weeks 5-6.

Peer review.

**Write: Second draft of paper #2 (and Thesis Check form), at least 3 full pages in length, typed, double spaced using MLA formatting.**

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## Week 8

LE: Using Pronouns

### Monday 10/15

In-class writing

**Read:** “Food Fright” by Sara Dickerman *Handout*

**Write: reading response #7:** Write an analysis of Dickerman’s essay following the directions for writing an analytical paragraph on p 103-104. Minimum 250 words, typed and double spaced using MLA formatting.

**Wednesday 10/17**

In-class writing.

Pronouns.

**Introduction to paper #3, Planning Form and Thesis Check form.**

**Write: Final draft of paper #2** 3-5 pages, MLA formatting. Include all three drafts, two peer review sheets, at least one Writing Center conference form and put them all in a manila folder with your name clearly printed on the front.

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**Week 9**

LE: Subject-verb Agreement

**Monday 10/22**

In-class writing

Subject-verb agreement

**Read:** “Paying for Their Crimes, Again” and “Out of Prison, Into a Vicious Circle of Debt” by Tina Rosenberg p 159-164.

**Write: reading response #8:** Write an analysis of Rosenberg’s essay following the directions for writing an analytical paragraph on p 103-104. Minimum 250 words, typed and double spaced using MLA formatting.

**Wednesday 10/24**

In-class writing

Peer review.

Review for quiz #3.

**Write: First draft of paper #3 (and Planning Form) due. At least 2 full pages, typed, double spaced.**

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## **Week 10**

LE: Comma Rules

### **Monday 10/29**

In-class writing

Comma Rules

### **Grammar Quiz #3**

**Read:** "Masked Racism" by Angela Davis p 165-172.

**Write: reading response #9:** Write an analysis of Davis's essay following the directions for writing an analytical paragraph on p 103-104. Minimum 250 words, typed and double spaced using MLA formatting.

### **Wednesday 10/31**

In-class writing.

Peer review.

**Write: Second draft paper #3 (and Thesis Check form). At least 3 full pages, typed, double spaced.**

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## **Week 11**

LE: Comma Rules Continued

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### **Monday 11/5**

In-class writing.

**.Read:** “Toys for Boys and Girls” by Susan Alexander p184 and “For the Love of Game” by Huey D. Johnson P185-186. Annotate text and be prepared to discuss in class. These readings are the prompts for the first practice competency exam.

### **Wednesday 11/7**

In-class writing.

Semi-colon and colon.

**Write: Final draft of paper #3:** 3-5 pages, MLA formatting. Include all three drafts, two peer review sheets, at least one Writing Center conference form and put them all in a manila folder with your name clearly printed on the front.

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## **Week 12**

LE: Semicolon, Colon, and Dash

### **Monday 11/12 Veterans Day No Class Meeting**

### **Wednesday 11/14**

**First in-class competency exam practice. Bring a Blue Book.** Remember that your highest grade on one of the practice competencies will be counted as an essay grade. Submit WC conference form with Blue Book.

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## **Week 13**

LE: Contractions and Possessives

**Monday 11/19**

In-class writing.

Graded practice competency exams will be returned for in-class discussion.

**Read:** “A Hand-out or a Heave-ho?” by Hank Sims p191-194 and “If Men are Drafted, Women Should be, Too” by Cathy Young 209. Annotate text and be prepared to discuss in class. These readings are the prompts for the second practice competency exam.

**Wednesday 11/21**

**Second in-class competency exam practice. Bring a Blue Book.** Remember that your highest grade on one of the practice competencies will be counted as an essay grade. Submit WC conference form with Blue Book.

## THANKSGIVING

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**Week 14**

**Monday 11/26**

In-class writing

Graded practice competency exams will be returned for in-class discussion.

**COMPETENCY EXAM READING PROMPTS WILL BE DISTRIBUTED TODAY.**

**Wednesday 11/28**

In-class writing

Final review for competency exam.

**Read:** “Instead of Student Loans, Investing in Futures” by David Bornstein p176-178.



**Write: reading response #10:** Write an analysis of Bornstein's essay following the directions for writing an analytical paragraph on p 106. Minimum 250 words, typed and double spaced using MLA formatting.

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### **Week 15**

**Monday 12/3**

**ACTUAL COMPETENCY EXAM. Bring Blue Book.**

**Wednesday 12/5**

**Review for grammar quiz #4.**

**Final day to submit revisions of all essays for re-grading.** Please be aware that you must have made substantial changes to your papers for your grade to change. Do not submit papers for re-grading if you have only corrected proofreading issues such as spelling and typos.

**Read:** "Reason Seen More as Weapon Than Path to Truth" by Patricia Cohen p 179-181.

**Write: reading response #11:** Write an analysis of Cohen's essay following the directions for writing an analytical paragraph on p 106. Minimum 250 words, typed and double spaced using MLA formatting.

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### **Finals Week**

**12/10-14**

**No regular classes this week; Final Meeting Times:**

**(E1704) 2:50-4:15 Meets Monday Dec 10 @ 3:15-5:15**

**(E1705) 4:25-5:50 Meets Wednesday Dec 12 @ 3:15-5:15**

Competency Exam results will be distributed, and Grammar Quiz # 4 will take place during final meeting time.