

<b>Syllabus for: English 150</b>	
<b>Semester &amp; Year:</b>	Fall Semester 2012
<b>Course ID and Section Number:</b>	ENGL-150-E3107 (033107)
<b>Number of Credits/Units:</b>	3.5
<b>Day/Time:</b>	T/TH 10:05 to 11:30
<b>Location:</b>	FM 212
<b>Instructor's Name:</b>	Josephine Johnson
<b>Contact Information:</b>	Office location and hours: FM 202, Tuesday 1:00 to 2:00 Phone: Email: <a href="mailto:Josephine-johnson@redwoods.edu">Josephine-johnson@redwoods.edu</a>
<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> 1. Develop an effective, thesis-driven argument appropriate to an academic audience. 2. Critically read and respond to academic texts. 3. In a multi-stage process, incorporate feedback (from instructors and peers) in essay planning and drafts. 4. Apply basic grammar and punctuation rules, particularly those that address sentence boundaries.	
<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

## Course Information:

Precollegiate Reading and Writing  
T-Th 10:05-11:30  
Room: FM 212  
College of the Redwoods, Fall 2012

## Instructor Information: Josephine Johnson

**E-mail:** josephine-johnson@redwoods.edu  
**Office hours:** Tuesday 1 to 2 pm or appointment  
**Mailbox:** Forum 200  
**Writing Center Hours:** Wednesday 10:05-11:30

## Course Description:

English 150 is 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.

## Prerequisite:

ENGL 350 (or equivalent) with a “C” grade or better OR assessment recommendation for ENGL 150. Be prepared to provide proof of eligibility if requested.

## English 150 Lab:

English 150 includes a .5 unit lab component that provides ENGL 150 students with essential feedback on English essays and individualized help on reading, writing, and grammar assignments. Students spend approximately 90 minutes each week in the Writing Center (LRC 102), during a regular time period which is scheduled the first week of classes. ***In addition to the required hours, to receive credit for the lab portion of ENGL 150 (10% of total grade), students need to participate in at least three tutorials in the Writing Center over the course of the semester, and stay up-to-date on work in the grammar text.***

## Required Texts/Materials:

- 📖 English 150 Course Packet (available in Main Campus Bookstore)
- 📖 *The Least You Should Know About English, Form C, 10<sup>th</sup> Edition* Page & Glazier (Available in the bookstore)
- 📖 Four bluebooks (For Competency Exams)
- 📖 Three letter-size file folders (For Essays, Worksheets and Drafts)
- 📖 A binder for storing the Class Booklet, handouts, drafts, and blank paper
- 📖 Regular access to a computer (**including an email account**). **Students in this class must be willing and able to register with and to use My CR and Turnitin.com (an anti-plagiarism data base on the web), to receive class-related email, and to submit word-processed work.** I will provide directions for everyone and one-on-one assistance to those who seek out my help, but use of these computer-based instructional aids is **mandatory** for the course.

## Student Learning Outcomes

1. Develop an effective, thesis-driven argument appropriate to an academic audience.
2. Critically read and respond to argumentative texts.

3. In a multi-stage process, incorporate feedback (from instructors and peers) in essay planning and drafts.
4. Apply basic grammar and punctuation rules, particularly those that address sentence boundaries.

## Academic Work and Assessments

### 3 Formal Essays (minimum 1000 wds/no less than 5 paragraphs each):

This class hinges upon essay writing. We will spend lots of time working through the writing process—brainstorming, planning, drafting, revising. All three of these essays will be argumentative and about issues that we discuss from the readings and from the world around you. Prewriting assignments, at least two drafts (showing significant revision), and Writing Center tutorials are **required** for each essay. Essays that have not been thoroughly revised after consultation with a Writing Center instructor or tutor will not be graded.

### Reading/Reading Response Journals:

All non-fiction essays that will be read for class you can find in your course packet. The readings cover a wide variety of topics, but are separated generally into 3 broader topics: Education, Media and Society. For select readings, you will do reading response journals, the details of which are found in your course packet. These reading assignments will help you to improve your critical thinking and writing skills. Please take them seriously and complete each one thoughtfully.

### Grammar— usage and punctuation:

You are expected to complete much of the work on your own in the writing center. We will take 10-15 minutes to chat about grammar concepts at the beginning of class, but you must be assertive in letting me know if you understand these concepts or not. Please don't be afraid to ask questions. Questions lead to clear answers, and clear answers are good to have when you are taking your Unit tests.

### Competency Exam:

During a 90-minute testing period in the last week of classes, you will write an essay that will be evaluated by other English 150 instructors (besides me). **Your grade on this essay will count as 20% of your final grade in English 150.** In addition, you will write two in-class essays that will serve as practices for the competency exam.

### MyCR Online:

We will use the discussion board at MyCR to post topic sentences and thesis statements, so that you can receive feedback from me and from your peers. To access your MyCR account, click on the “MyCR” link on the College of the Redwoods homepage. Your username and password are the first initial of your first name plus your full last name plus the last three digits of your student ID. Your generic password for accessing MyCR is your six-digit birth date.

### Turnitin.com:

Final drafts of each essay will be turned in both in class and at turnitin.com. The class ID is: .  
The password for both classes is:

## GRADING

**40%** **Essays:** including assigned prewriting assignments, first drafts, Writing Center conferences, and second drafts.

**20%** **Reading:** assignments and journals

**20%** **Competency exam** (timed in-class essay)

**10%** **Grammar, punctuation, & usage:** essay corrections, quizzes and Unit Tests.

**10%** **Writing Center Pass/Fail criteria:** A total of 22.5 hours a semester—and no fewer than 21 hours.

**With a final grade of C (70%) or higher in English 150, you will be eligible for English 1A.**

## Characteristics of Students Who Excel in English 150

- They know how to reach their instructor (in her office and the Writing Center or via phone and email), and they do not hesitate to ask her for help and clarification.
- They refer to the Class Schedule daily, not only to see what is due for the next class but also to plan ahead for upcoming deadlines and tests.
- They are attentive in class: participating actively in discussions, asking questions, and taking notes.
- They devote an ample amount of time to course work, which involves juggling multiple assignments and essay revisions and studying for in-class essays and for tests.
- They begin all assignments well before the deadline and complete them conscientiously. They also turn in assignments on time—even ungraded work.
- They miss very few (or no) class meetings, and if they are absent, they take responsibility to see that work is turned in, to find out what they may have missed, and to keep track of their total absences and tardies.
- They make good use of the Writing Center, attending every week and seeking the one-to-one help and feedback which will improve their performance in the class.
- They revise their essays thoroughly, taking advantage of the third-draft option; they seek out more than one Writing Center conferences on each draft, getting advice from different tutors and instructors on how best to revise.
- They motivate themselves by choosing writing topics that interest them and by focusing on the importance of reading and writing skills to their academic and professional futures.
- They read handouts (assignments, syllabus, and other guidelines) thoroughly, referring back to them throughout the semester.

## Policies and Expectations

### Attendance Policy:

**IF YOU STOP ATTENDING CLASS WITHOUT OFFICIALLY DROPPING OR BEING DISQUALIFIED, YOU WILL RECEIVE AN “F” IN ENGL 150.**

### **Make-Up Tests:**

If you must be absent for a test or an in-class writing task, **please speak with me about arranging a make-up** in the **Learning Resource Center (in the library)**—preferably **ahead of time**. **It is your responsibility to contact me about the make-up.**

### **Late Work:**

***Late papers and reading response journals will be accepted without penalty only if the absence is excused.*** Formal essays may be considered late if they are turned in on time but are not ready to be graded because a student has not uploaded the essay to turnitin.com, has not included a first draft with the first draft conference record, or has not revised the first draft thoroughly.

***Exceptions:*** If you have an emergency that warrants special attention regarding a deadline, contact me **before the deadline**. When special circumstances arise, I reserve the right to adjust the late paper policy, based on my judgment of the student's emergency situation and his or her past performance in the class.

### **Paper Submission:**

All student essays and reading response journals must be typed in Times New Roman 12-point font and double-spaced.

### **Copies:**

**Students are required to print and keep their own copies of all drafts before turning them in to me.** Very occasionally a paper (especially one turned into my mailbox and/or turned in late) may get misplaced. In such a case, the quickest and easiest recourse is for the student to submit another copy.

### **Writing Workshops:**

Sharing your work with your fellow students and receiving and giving feedback are extremely beneficial to the writing process, and we will partake in writing workshops periodically. Bring all of your drafts to class in your accordion folder, so that you have them with you when we are work shopping. If you do not bring a draft to class on a scheduled writing workshop day, you will receive a 0 for the day.

### **Revisions:**

**TWO DRAFTS ARE REQUIRED FOR EACH FORMAL ESSAY.** Topic and planning worksheets must be approved by me before a student proceeds with draft one. You will plan your next revision with help from a teacher in the Writing Center or help from me during office hours. First drafts with proof of tutorial must be included with all second drafts submitted for a grade. ***IF AN EARLY DRAFT HAS BEEN SKIPPED OR HAS NOT BEEN REVISED THOROUGHLY OR IF YOU HAVE NOT RECEIVED WRITING CENTER FEEDBACK BEFORE REVISING, I WILL NOT ACCEPT THE LATER DRAFT FOR A GRADE.***

In an effort to improve your grade, you may revise each essay **one** additional time **after** receiving my comments and submit your revision for a possible grade increase. **These third**

**drafts are optional but are highly recommended for students who are not receiving passing grades on second drafts and for those who wish to excel in the course. Third drafts MUST follow an assigned procedure. See course packet for details.**

#### **Instructor Comments and Grades:**

Most second drafts of formal papers will be returned, with comments and grades, **ONE WEEK** after being turned in. **Students will not receive the optional third drafts until the end of the semester. Essays that do not comply with the guidelines on the handout FORMAT FOR SECOND (AND THIRD) DRAFTS or essays which have not been uploaded to turnitin.com will not be graded, nor will they warrant extensions on any subsequent revisions.** Quizzes and tests will be returned as soon as possible, well in advance of the next related quiz or test. Some work—in particular Reading Journals— may be corrected in class and turned in only for the grades to be recorded— not for instructor comments.

#### **Extra Credit:**

The English Department offers NO opportunities for extra credit.

#### **Cell Phones:**

Cell phones need to be off and put away during class. If you phone should ring during class or if I see you texting during class, I will ask that you turn it off. Then I will place it on my desk for the remainder of class.

#### **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>

#### **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 DSPPS (707) 476-4280.

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**

**Fall 2012**

**CLASS SCHEDULE**

The class schedule lists major assignments and tests **ON THE DATE THEY ARE DUE**. In-class exercises and activities **may not be listed**, though they often will be announced in advance.

**All of your work should be collected in your notebook and brought to every class meeting.** In addition to the materials in the course packet, your notebook should contain work-in-progress, assignments to turn in, and handouts I have passed 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.**

Please bring the Course Packet to class every day, and bring *The Least You Should Know About English* often in case we need to refer to it for information and exercises (after the first few weeks of class many grammar lessons will take place during the second class meeting of each week).

**For specific weekly assignments in *The Least You Should Know About English*, refer to the separate schedule in your class packet.**

ABBREVIATIONS: GR=Grammar Text (*The Least You Should Know About English*)  
PKT=Class Packet

Page numbers may be given for **THE FIRST PAGE OF A READING ASSIGNMENT ONLY**.

Be sure to read until the end of the article, essay, handout, or chapter.

**THE PROCEDURES AND THE SCHEDULE FOR THIS COURSE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.**

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## WEEK 1

**T** Expectations for ENGL 150. Introduction to the course and to one another

### **TH WRITING CENTER ORIENTATION**

Before class today, review carefully the Basic Course Information and Policies & Procedures handouts. Be prepared to ask questions about anything you would like clarified.

**HEADS UP! START PAYING ATTENTION TO LOCAL ISSUES (ON CAMPUS, IN YOUR COMMUNITY). By the beginning of Week 4, you will need to choose a local issue that you can write about and support from your own experience.**

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**WEEK 2: GR— PARTS OF SPEECH; LOCATING PREPOSITIONAL PHRASES  
CENTER OPENS!**

**WRITING**

T Handouts on Figuring out your Grade & Attendance

**PKT:** “It’s Not About How Smart You Are: The Get-Over-Yourself Concept of Learning”

**Read this article and be prepared to write about it and/or discuss it in class.**

Class Grammar Topic: Locating Prepositional Phrases/Identifying Subjects and Verbs (in GR)

**HEADS UP! THERE ARE MANY ARTICLES YOU NEED TO HAVE READ BY THE NEXT CLASS.**

**START EARLY!**

**TH** **PKT:** College-Level English: Standards and Skills in Context: “Diploma to Nowhere” “College Freshmen Not Ready, Study Says,” “Colleges Spend Billions To Prep Freshmen,” “College-Prep Expectations Don’t Mesh with Realities,” “Views Differ on Defining College Prep,” “Survey: Many Grads of High School Say They’re Not Prepared,” “Diploma Means Little, Group Says,” “Study: Reading Key to College Success” “Grammar Valued More in College than High School”

Read these articles carefully and be ready for **an in-class discussion, writing,** and/or activity based on the problems and questions they raise.

In Class Grammar Topic: Locating Prepositional Phrases/Identifying Subjects and Verbs (in GR)

**ANNOUNCEMENTS**

**LAST DAY TO DROP WITH A REFUND: FRIDAY 9/7/12**

**LAST DAY TO DROP WITHOUT A “W” (AND WITHOUT USING UP ONE OF YOUR LIMITED ATTEMPTS TO TAKE ENGL 150): 9/9/12**

**WEEK 3 IS CENSUS WEEK: THE STATE AND THE CR ADMINISTRATION URGE YOUR INSTRUCTOR IS URGED TO DROP STUDENTS FROM THE CLASS BY THIS DATE FOR EXCESSIVE ABSENCES AND/OR NON-PARTICIPATION IN COURSE WORK.**

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**WEEK 3: GR— IDENTIFYING INDEPENDENT CLAUSES, DEPENDENT CLAUSES, AND PHRASES**

**TH** **PKT:** An Argument Worth Having,” Graff

**PKT:** “Understanding Argument” **Read to prepare for in-class discussion/activity.**

**PKT:** Read/Review the following handouts: The Arguable Thesis and The Arguable Topic Sentence; Claims, Claims, Claims: The Thesis; Developing Your Thesis

In Class Grammar Topic Identifying Subjects and Verbs (in GR).



## Read to prepare for in-class lesson on Subject/Verb ID.

**2ND REMINDER! START PAYING ATTENTION TO LOCAL ISSUES (ON CAMPUS, IN YOUR COMMUNITY). By the beginning of Week 4, you will need to choose a local issue that you can write about and support from your own experience.**

**TH** PKT: Read/Review the following handouts: Top Ten Rules for Academic Papers, Basic Recipe for a Short, Formal Essay (Engl 150), Conducting Primary Research , Finding a Topic for the Thesis Support Essay #1 The Thesis Support Essay, Example of Thesis-Support Essay 1

In Class Grammar Topic: IC, DC, Phrase exercises (Exercises in GR—supplement at front of the book)  
IC, DC Identification exercise (GR)

### **WEEK 4: GR—UNDERSTANDING DEPENDENT CLAUSES (SUPPLEMENTAL EXERCISES IN COURSE PACKET)**

**T**

PKT: Thesis-Support #1 Topic Selection Worksheet Due. You will receive feedback in class on your planning. If your planning worksheets are late, your essay grade will be permanently reduced by one grade point. In addition, if it is not completed and approved, you must get it OK'd (with an instructor signature) in a Writing Center conference BEFORE working on the next step (due Thursday): the Essay Planning Worksheet. Do not lose your planning worksheets!

PKT: Sample Topic Selection Worksheet (TS 1)

PKT: “Reading An Argument.” Read to prepare for in-class discussion/activity.

#### **PKT: The Reading Questions Assignment**

In Class Grammar Topic: Identifying independent clauses, dependent clauses, and phrases  
(Exercises in GR—supplement at front of the book)

**TH**

**PKT: Thesis-Support Essay #1 Planning Worksheet Due. You will receive feedback in class on your planning. If your planning worksheets are late, your essay grade will be permanently reduced by one grade point.** In addition, if it is not completed and approved, you must get it OK'd (with an instructor signature) in a Writing Center conference BEFORE working on the next step (due Tuesday): the First Draft. Do not lose your planning worksheets!

In Class Grammar Topic: IC, DC Identification exercise (GR)

**REMINDER: GRAMMAR WORKBOOKS AND SCORING SHEETS MUST BE UP-TO-DATE FOR GRADING BY NEXT WEEK**

### **WEEK 5: GR— CORRECTING FRAGMENTS**

**T**

**THESIS-SUPPORT ESSAY #1, DRAFT #1. (I will check them today in class). If a first draft is late more than one time during the semester, your essay grade will be permanently reduced by one grade point. Do not lose your first draft!**

**UNIT TEST#1: GR MATERIAL FROM WEEKS 2-4.  
TURN IN WORKBOOKS AND COMPLETED SCORING SHEET FOR WEEKS 2-4.**

**PKT:** Establishing an Arguable Context in the Introduction, Strong Body Paragraphs, Constructing Paragraphs

**TH**

**PKT:** “The Screwed-Up Ideas Underpinning Modern Marriage,” Rodgers  
**RQ 1:** Follow guidelines on Reading Question handout.

**PKT:** Revising Your Paper; Format for Second (And Third) Drafts

**PKT:** College of the Redwoods Statement on Academic Integrity; The English Department’s Statement on Academic Integrity; “To Stop Cheats, Colleges Learn Their Trickery; “Writing a Paper? Make it Original” Read to prepare for in-class discussion/activity.

In Class: What is Plagiarism? Overview of the English Department policy on academic integrity.

Using Turnitin.com

In Class Grammar Topic: Fragments (GR)

**WRITING CENTER FEEDBACK ON THESIS-SUPPORT ESSAY 1, DRAFT #1:  
DUE BY THE END OF THIS WEEK.  
TURN IN FIRST DRAFT CONFERENCE RECORD WITH DRAFT 2.**

**WEEK 6: GR—CORRECTING RUN-ON SENTENCES**

**T 2/22**

**THESIS-SUPPORT ESSAY #1, DRAFT #2. ESSAY MUST ALSO BE UPLOADED TO TURNITIN.COM. Check Late Paper Policy/Format for Final Drafts and for the documents that must be included in your folder with Draft 2. See PKT for Essay Cover Sheet.**

**PKT:** Rubric for ENGL 150 Essays (Grading Standards); Read **BEFORE** your final edit of Draft 2.

**PKT:** Introductions & Conclusions, Strategies For Writing A Conclusion, Strategies For Effective Conclusions, Transitional Words and Phrases, Using Transitions Effectively . Read **BEFORE** your final edit of Draft 2 to help you revise. We will talk about the handouts in class over the next few weeks.

**PKT:** “College for All’ Campaign Getting a Second Look,” Catherine Gewertz  
 “What If A College Education Just Isn’t For Everyone?” Mary Beth Marklein  
**RQ 2:** Follow guidelines on Reading Question handout.

In Class Grammar Topic: Comma Splices/Run-ons (GR)

**TH**

**PKT:** “Message and the Media: Our Girls Deserve Better,” Eileen Zurbriggen  
 “Why Do We Let Them Dress Like That?” Jennifer Moses “  
**RQ 3:** Follow guidelines on Reading Question handout.

**PKT--ALL ABOUT GRADING:** “Grade Inflation Is Not a Victimless Crime,”  
 “Student Expectations Seen as Causing Grade Disputes,” FAQs About ENGL 150  
 Grading.

In Class Assignment Overview: The Life Cycle of an ENGL 150 Essay, Mechanical  
 Corrections Editing Guide

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**WEEK 7: GR—USING PRONOUNS: CASE AND REFERENCES (SUPPLEMENTAL EXERCISES IN  
 COURSE PACKET)**

**T**

**UNIT TEST#2: GR MATERIAL FROM WEEKS 2-4. TURN IN  
 WORKBOOKS AND COMPLETED SCORING SHEET FOR WEEKS 4-6**

**PKT: THESIS-SUPPORT ESSAY 2: ARGUING WITH SOURCE  
 MATERIAL Assignment**

In-Class Grammar Topic: Pronoun Case and Vague Pronoun Reference

**HEADS UP! THERE ARE MANY ARTICLES YOU NEED TO HAVE READ BY THE  
 NEXT CLASS.**

**START EARLY!**

**TH**

**PKT: READINGS ON HUMBOLDT COUNTY HOMELESSNESS**  
 “Finding Refuge in The Eureka Marsh,” Sean Garmire  
 “Looking Out or Looking In: Living Without A Home In Humboldt  
 County,”  
 Sean Garmire  
 “Sleeping On Public Property Allowed In Some Places, Not Others,”  
 Jessie Faulkner “No More Homelessness: Coalition Releases  
 Phase One of Plan,”  
 “The End Of Homelessness?” Jessie Faulkner  
 “Homeless Survey Records High Numbers of Homeless,” Sean  
 Garmire

“Final Homeless Count Tally Released,” *Times-Standard*  
 “World Shelters, Known For Global Humanitarian Relief, Sets  
 Sights Locally,” Thadeus Greenson  
 “Eureka Gets Help With Homeless Camps,” Thadeus Greenson  
 “Cold Shoulders: As Winter Freeze Sets In, Arcata Debates Limits  
 On Begging,” Heidi Walters  
 “Panhandling Regs Passed Amid Promises Of Litigation,” Chris  
 Hoff  
 “Begging For Change: New Law Restricts Aggressive Panhandling,”  
 Adriane Stoia  
 “Lawsuit Targets Arcata Panhandling Law,” Daniel Mintz  
 “Falsely Criminalizing Ickiness At The Expense Of Civil Rights, ”  
 Jeff Schwartz  
 “Family on the Corner,” Heidi Walters  
 “Point-In-Time: A Countywide Survey Reexamines The Harsh  
 Lives Of Humboldt’s Homeless, “ Ryan Burns

Read these articles carefully and be ready for an in-class discussion and/or activity based on the problems and questions they raise. The articles will be the starting point for your second Thesis-Support essay assignment

## WEEK 8: GR—MAINTAINING SUBJECT-VERB AGREEMENT

### T

**PKT: Thesis-Support #2 Topic Selection Worksheet Due.** You will receive feedback in class on your planning. If your planning worksheets are late, your essay grade will be permanently reduced by one grade point. In addition, if it is not completed and approved, you must get it OK'd (with an instructor signature) in a Writing Center conference BEFORE working on the next step (due Thursday): the Essay Planning Worksheet. Do not lose your planning worksheets!

**PKT** “Macho Men Die Early,” Hugo Schwyzer  
 “Men Being Men Is a Bad Deal: Guys Should Evolve Beyond Masculinity,” Robert  
 Jensen

**RQ 4:** Follow guidelines on Reading Question handout.

In Class Grammar Topic: Subject-Verb Agreement (GR)

### TH

**PKT: Thesis-Support Essay #2 Planning Worksheet Due.** You will receive feedback in class on your planning. If your planning worksheets are late, your essay grade will be permanently reduced by one grade point. In addition, if it is not completed and approved, you must get it OK'd (with an instructor signature) in a Writing Center conference BEFORE working on the next step (due Tuesday): the First Draft. Do not lose your planning worksheets!

**PKT:** Some Writing Templates From *They Say, I Say*; Using Sources in the Thesis-Support Essays 2 & 3 and the ENGL 150 Competency Exam. **Read to prepare for in-class discussion/activity.**

**In Class:** Midterm Attendance Check; handout on Figuring Out Your Own Grade  
(Note that the last date for a student-initiated drop OR for an instructor-initiated drop is Nov. 2.)

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**WEEK 9: GR—USING PRONOUNS: PRONOUN AGREEMENT; AVOIDING SHIFTS IN PERSON**  
**IMPORTANT REMINDER: YOU MUST HAVE COMPLETED AT LEAST HALF OF YOUR WRITING CENTER HOURS BY WEEK 10 OR YOU WILL NOT PASS THE 10% WRITING CENTER PORTION OF THE CLASS**

**T**

**THESIS-SUPPORT ESSAY #2, DRAFT #1. (I will check them today in class). If a first draft is late more than one time during the semester, your essay grade will be permanently reduced by one grade point. Do not lose your first draft!**

**PKT** “The Case for Working With Your Hands,” Matthew B. Crawford  
**RQ 5:** Follow guidelines on Reading Question handout.

In Class Grammar Topic: Pronoun Agreement/Avoiding Shifts in Person (GR)

**TH**

**MECHANICAL CORRECTIONS OF THESIS-SUPPORT ESSAY # 1 DUE.** Make corrections with a pen on the same copy which I have returned to you with comments. This is a grammar assignment and does NOT constitute a third draft revision.

**PKT:** “The Humanities Matter More,” Pratt Guterl  
“Is It Time To Kill The Liberal Arts Degree?” Kim Brooks  
**RQ 6:** Follow guidelines on Reading Question handout.

**WRITING CENTER FEEDBACK ON THESIS-SUPPORT ESSAY 2, DRAFT #1:  
DUE BY THE END OF THIS WEEK.  
Turn in FIRST DRAFT CONFERENCE RECORD with Draft 2.**

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**WEEK 10: GR—COMMA RULES**

**IMPORTANT REMINDER: YOU MUST HAVE COMPLETED AT LEAST HALF OF YOUR WRITING CENTER HOURS BY WEEK 10 OR YOU WILL NOT PASS THE 10% WRITING CENTER PORTION OF THE CLASS**

**T**

**THESIS-SUPPORT ESSAY #2, DRAFT #2. ESSAY MUST ALSO BE UPLOADED TO TURNITIN.COM. Check Late Paper Policy/Format for Final Drafts and for the documents that must be included in your folder with Draft 2. See PKT for Essay Cover Sheet.**

**PKT:** “Untangling the Post-Secondary Education Debate,” Mike Rose

**RQ 7:** Follow guidelines on Reading Question handout.

**In Class Discussion Topic:** Who should consider dropping the class by March 30? Be sure your Attendance Record and the form Figuring Out Your Own Grade are up-to-date.

In Class Grammar Topic: Comma Rules (GR)

**TH**

**UNIT TEST#3: GR MATERIAL FROM WEEKS 7-9. TURN IN WORKBOOKS AND COMPLETED SCORING SHEET FOR WEEKS 7-9.**

**PKT:** “The Gender Blur: Where Does Biology End And Society Take Over?”  
Deborah Blum

**RQ 8:** Follow guidelines on Reading Question handout

**PKT: THESIS-SUPPORT ESSAY 3: SUPPORT FROM COURSE READINGS Assignment**

In Class Grammar Topic: Comma Rules (GR)

**ANNOUNCEMENT: LAST DAY FOR A STUDENT-INITIATED DROP: FRIDAY, March 30**

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**WEEK 11: GR—COMMA RULES**

**T**

**PKT: Thesis-Support #3 Topic Selection Worksheet Due. You will receive feedback in class on your planning. If your planning worksheets are late, your essay grade will be permanently reduced by one grade point.** In addition, if it is not completed and approved, you must get it OK'd (with an instructor signature) in a Writing Center conference BEFORE working on the next step (due Thursday): the Essay Planning Worksheet. Do not lose your planning worksheets!

**INTRODUCTION TO THE COMPETENCY EXAM**

**PKT:** Competency Exam Handouts

**TH**

**PKT: Thesis-Support Essay #3 Planning Worksheet Due. You will receive feedback in class on your planning. If your planning worksheets are late, your essay grade will be permanently reduced by one grade point.** In addition, if it is not completed and approved, you must get it OK'd (with an instructor signature) in a Writing Center conference BEFORE working on the next step (due Tuesday): the First Draft. Do not lose your planning worksheets!

**In -class: Introduction to Take Home Reading Test 1 (Due the class before Thanksgiving Holiday)**

In Class Grammar Topic: Comma Rules (GR)

**WEEK 12: GR—SEMICOLON, COLON**

**T**

**THESIS-SUPPORT ESSAY #3, DRAFT #1.** Students whose first drafts are not completed on time may have a permanent grade penalty attached to their papers.

**PRACTICE COMPETENCY EXAM.** Bring bluebook.

**PKT:** “For Most Kids It’s Back to School Time Long Before Labor Day,” Haddock  
(Reading for Practice Competency Exam)

**TH**

**THESIS-SUPPORT ESSAY #1: OPTIONAL THIRD DRAFT DUE**  
**ESSAY MUST ALSO BE UPLOADED TO TURNITIN.COM. Check Late Paper Policy/Format for Final Drafts and for the documents that must be included in your folder with Draft 3. See PKT for Essay Cover Sheet.**

**PRACTICE COMPETENCY EXAM. Bring bluebook.**

**PKT:** “Toys For Boys and Girls,” Alexander

**OR**

“More Colleges, Professors Shutting Down Laptops & Other Digital Distractions,”

Laura Mortkowitz

(Readings for Practice Competency Exam: Choose one issue.)

**WRITING CENTER FEEDBACK ON THESIS-SUPPORT ESSAY 3, DRAFT #1:**  
**DUE BY THE END OF THIS WEEK.**  
**Turn in FIRST DRAFT CONFERENCE RECORD (PKT 274) with Draft 2.**

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**WEEK 13: GR-CONTRACTIONS AND POSSESSIVES (APOSTROPHES)**

**T THESIS-SUPPORT ESSAY #3, DRAFT #2. ESSAY MUST ALSO BE UPLOADED TO TURNITIN.COM. Check Late Paper Policy/Format for Final Drafts and for the documents that must be included in your folder with Draft 2. See PKT for Essay Cover Sheet.**

**TAKE-HOME READING TEST DUE: Analysis of the Senechal essay.**  
**Write in bluebook.**

**PKT:** “A Measure of Privacy,” Diana Senechal

**No reading questions, but read carefully; this essay will be the basis for the reading test due today.**

In Class: Competency Exam Strategies

In Class Grammar Topic: Semicolon, Colon, Dash (GR)

**TH THANKSGIVING HOLIDAY**

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**WEEK 14: GR-CONTRACTIONS AND POSSESSIVES (APOSTROPHES)**

T

**ATTENTION!**

**THE ESSAY PROMPTS FOR THE REAL COMPETENCY EXAM WILL BE PASSED OUT IN CLASS TODAY..**

**MECHANICAL CORRECTIONS OF THESIS-SUPPORT ESSAY # 2 DUE.** Make corrections with a pen on the same copy which I have returned to you with comments. This is a grammar assignment and does NOT constitute a third draft revision.

**PRACTICE COMPETENCY EXAM. Bring bluebook.**

**PKT:** “More K-12 Pupils Are Learning Online, Fueling Debate on Quality,”

Gabriel

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**OR**

“Dumb Blonde - Or Diehard Feminist?, “Redmond & Bindel  
(Readings for Practice Competency Exam: Choose one issue.)

TH

**THESIS-SUPPORT ESSAY #2: OPTIONAL THIRD DRAFT DUE**  
**ESSAY MUST ALSO BE UPLOADED TO TURNITIN.COM. Check Late Paper Policy/Format for Final Drafts and for the documents that must be included in your folder with Draft 3. See PKT for Essay Cover Sheet.**

In Class Grammar Topic: Apostrophes in Contractions & Possessives (G)

In-Class: Competency Exam Scoring and Strategies

**WEEK 15: LAST WEEK TO EARN WRITING CENTER HOURS.**

**LIMIT ON WRITING CENTER HOURS: NO MORE THAN 3 WILL BE CREDITED FOR THIS WEEK.**

T

**COMPETENCY EXAM. Bring Bluebook.**  
**Reading: Essay handouts for competency exam**

TH

**UNIT TEST #4: GR MATERIAL FROM WEEKS 10-13. TURN IN WORKBOOKS AND COMPLETED SCORING SHEET FOR WEEKS 10-13.**

**MECHANICAL CORRECTIONS OF THESIS-SUPPORT ESSAY# 3.** Make corrections with a pen on the copy of the draft which I have returned to you with comments. This is a grammar assignment and does not constitute a third draft revision.

In Class: Final Attendance Check (PKT); handout on Figuring Out Your Own Grade (PKT)

**FINAL EXAM WEEK: December 10-14**

**Note that there will be only one class meeting (per section) this week.**



**FINAL DAY/TIME:**

**THESIS-SUPPORT ESSAY #2: OPTIONAL THIRD DRAFT DUE**  
**ESSAY MUST ALSO BE UPLOADED TO TURNITIN.COM. Check Late**  
**Paper Policy/Format for Final Drafts and for the documents that must**  
**be included in your folder with Draft 3. See PKT for Essay Cover Sheet.**

**TAKE HOME READING TEST DUE:** Analysis of the Brandt essay. Write in bluebook.  
“We Are Only Human and None of Us Are Made to Run Like Machines,” Dalton  
Read **carefully; this essay will be the basis for the reading test due**  
**today.**

**I WILL POST FINAL GRADES (IDENTIFIED BY STUDENT ID NUMBER) ON MY CR BY  
DON'T FORGET TO CHECK WEB ADVISOR (VIA THE CR WEBSITE)  
FOR YOUR OFFICIAL GRADE REPORT!**