

| Syllabus for: English 350 | |
|--|---|
| Semester & Year: | Fall 2012 |
| Course ID and Section Number: | Engl 350, 031717 |
| Number of Credits/Units: | 6 |
| Day/Time: Location: | M-Th, 2:50p to 4:05p FM 104 |
| Instructor's Name: | Stephanie Gai |
| Contact Information: | Office location and hours: FM 200G by appointment Phone: none available Email: stephanie-gai@redwoods.edu |
| Course Description (catalog description as described in course outline): | |
| <p>A pre-collegiate, competency-based course emphasizing the acquisition and integration of basic academic reading and writing skills. Students develop reading strategies necessary for simple academic reading and write extended formal paragraphs and basic expository essays. The lab component of the course is scheduled in the Writing Center, where students practice basic reading and writing skills and receive essential tutorial support in reading strategies, in writing, and in sentence skills.</p> <p><u>Course Corequisite: English 350 Lab in the Writing Center</u></p> <p>English 350 includes a 1-unit lab component that provides English 350 students with essential feedback on English essays and individualized help on reading, writing, and grammar assignments. Students spend approximately 3 hours each week in the Writing Center (LRC 102), during a regular time period which is scheduled during the first week of classes. In addition to the required hours, to receive credit for the lab portion of English 350 (10% of the total grade), students need to stay up-to-date on work in the grammar text and participate in at least three tutorials in the Writing Center over the course of the semester.</p> | |
| Student Learning Outcomes (as described in course outline) : | |
| <ol style="list-style-type: none"> 1. Identify the main idea and its major and minor support in simple academic articles. 2. Recognize that writing involves many steps, which include generation of ideas, organization of information, development of general and specific support, revision, and editing. 3. Generate and organize general and specific support derived from personal experiences to develop a point in a paragraph and in a basic essay. 4. Formulate and support a thesis in a unified, coherent, and well-developed basic expository essay. 5. Apply basic grammar, usage, and punctuation rules in writing with special attention paid to sentence boundaries. 6. Employ the Writing Center/Lab to enhance and to support basic academic behavior and habits necessary for college success. | |
| 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 contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPTS. Special accommodations such as extra time on tests, quizzes, and exams can be allowed only if you have a documented disability with DSPTS . If you know you need special accommodations or if you think you may qualify for special accommodations, please contact Disabled Students Programs and Services (DSPTS). Special accommodations may take weeks to process , so contact DSPTS this week. They are located on the Eureka campus in building T-20 behind the bookstore and can be reached by calling 476-4280. NOTE: Since English 350 will culminate in a timed competency exam, it is important that necessary arrangements be made with the Disabled Students' Programs and Services (DSPTS) as soon as possible. | |
| 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://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods homepage. | |
| 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. | |

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English 350: Reading and Writing Skills

Fall 2012 | CRN: 031717 | MTWTh 2:50p-4:05p | FM 104

NOTE: Please carefully read this syllabus. Underline or make notes about any parts that you do not understand.

Instructor Contact Information

Email: Stephanie-Gai@redwoods.edu
Mailbox: FM 200 (in the hallway between FM206 and the Humanities office)
Writing Center Hours: Mondays and Wednesdays between 4:30p and 6p
Office Location and Hours: FM 200G by appointment only

Course Materials

Required Texts

- *English Brushup*, 5th edition. John Langan
- *Ten Steps to Advancing College Reading*, 5th edition. John Langan.
- English 350 Course Packet. Available only at the CR bookstore.
- A college dictionary and a thesaurus. I recommend the *Oxford Pocket American Dictionary and Thesaurus*.

Required Materials

- 1 data storage device such as a USB or “thumb” drive
- 4 Bluebooks
- 2 Scantron forms, the thin, green 100-item version
- 3 manila folders (tabbed, 8.5” x 11”)
- 1 pen, 1 pencil, and 3 highlighters (different colors)
- 1 large three-ring binder with paper (lined, 8.5” x 11”)
- Daily access to an Internet-connected computer and printer with money to print

SAVE ALL BOOKSTORE RECEIPTS until you are sure that you purchased the correct texts and materials.

Course Description

A pre-collegiate, competency-based course emphasizing the acquisition and integration of basic academic reading and writing skills. Students develop reading strategies necessary for simple academic reading and write extended formal paragraphs and basic expository essays. The lab component of the course is scheduled in the Writing Center, where students practice basic reading and writing skills and receive essential tutorial support in reading strategies, in writing, and in sentence skills.

Course Corequisite: English 350 Lab in the Writing Center

English 350 includes a 1-unit lab component that provides English 350 students with essential feedback on English essays and individualized help on reading, writing, and grammar assignments. Students spend approximately 3 hours each week in the Writing Center (LRC 102), during a regular time period which is scheduled during the first week of classes. In addition to the required hours, to receive credit for the lab portion of English 350 (10% of the total grade), students need to stay up-to-date on work in the grammar text and participate in at least three tutorials in the Writing Center over the course of the semester.

Student Learning Outcomes

1. Identify the main idea and its major and minor support in simple academic articles.
2. Recognize that writing involves many steps, which include generation of ideas, organization of information, development of general and specific support, revision, and editing.
3. Generate and organize general and specific support derived from personal experiences to develop a point in a paragraph and in a basic essay.
4. Formulate and support a thesis in a unified, coherent, and well-developed basic expository essay.
5. Apply basic grammar, usage, and punctuation rules in writing with special attention paid to sentence boundaries.
6. Employ the Writing Center/Lab to enhance and to support basic academic behavior and habits necessary for college success.

Course Requirements: Student Responsibilities

- **Regular class attendance.** See below.
- **Regular Writing Center attendance.** Minimum 42 hours (3 hours per week) to pass this class.
- **Completion of all assignments on time.**
- **Productive participation in classroom activities.**
- **Check your student email account and MyCR daily**
- **Commitment to out-of-class studying:** According to the *Program and Course Approval Handbook* from the California Community College System Office, “As a matter of standard higher education practice..., it is expected that one third of [student learning] hours will occur in the classroom...and two thirds of them will occur outside the classroom (‘study’ or ‘homework’).” In other words, prepare to spend at least 12 hours writing, reading, and studying outside of class each week.

Course Repeatability

In Fall 2011, the state community college Board of Governors passed a new regulation limiting how often a student may attempt to take a course. "Attempts" include earning a "D" or "F" grade as well as dropping the class with a "W" (previously, dropping after week 2 of the semester—currently, dropping after 9/9/12). All past attempts to take the course (non-passing grades or Ws back to 1985) will be counted.

Students will have only three tries (initial registration and two repeated registrations) to successfully complete a class. Financial aid may be affected after two attempts. A fourth attempt may be allowed by an approved petition and only in documented situations of circumstances beyond the control of the student.

What this means to you: Students should commit themselves from the beginning of the semester to the considerable work load required to pass English 350 or drop the course within the first few of weeks. If you have registered for this course before and withdrawn or not passed, it is especially important that you understand these new regulations. If you have enrolled in the class, but your life is complicated with a heavy course load, a heavy work load, demanding family responsibilities, or demanding extra-curricular activities (like being a student athlete), then you should think carefully about how you will manage the upcoming stress and the time-management while you still have the option to drop by the above date.

Attendance

The English Department Attendance Policy

"Students at the College are expected to attend all sessions of each class in which they are enrolled. Students may not miss more than two weeks of class. 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."

The Application of the English Department Attendance Policy in English 350

Since regular attendance is a critical factor in student success, students at the College are expected to attend all sessions of each class in which they are enrolled. For example, since our course meets four times a week, students should not exceed 8 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. Therefore, plan to attend every class session, arrive for class on or before its starting time, turn off your cell phone, and refrain from social conversation during class. If you are absent, your non-participation in class will impact not only your performance but also your grade. To keep track of your attendance, record your attendance on your Personal Attendance Record sheet each day.

Before Friday of week ten, 9 absences will result in an instructor-initiated drop (the student must complete the drop).

After week ten, 9 absences will likely result in an F in the course.

Arriving late or leaving early are partial absences and count as 1/3 of an absence (3 partial absences equal 1 absence).

Please see me immediately if you miss three (3) classes. Absences and partial absences should be used to accommodate special circumstances only. If you must miss a class meeting, bring signed medical or legal documentation to the next class meeting. In addition, you are responsible for getting the assignments from another student and picking up any missed handouts from me before the next class meeting. If you arrive late, you must see me after class to inform me of your arrival. If you miss 25 minutes of class (more than 30% of a class meeting), you have missed too much information to be considered "in attendance," and the tardy or early departure will count as a full absence.

The last day for a student-initiated drop with a refund is 9/7/12. The last day for a student-initiated drop without a Withdrawal on your transcript is 9/9/12. The last day for a student-initiated drop or an instructor-initiated drop (due to excessive absences and/or missed work) is 11/2/12. Before I disqualify anyone, I will try to speak with the student, providing I am able to reach him or her in class. However, do not assume that if your attendance is poor, I have or will disqualify you; you must check with me before 10th week of class. After that date, I cannot drop you. If you stop attending class without officially dropping or being disqualified, you will receive an F in English 350.

Writing Center Attendance

Students are required to spend at least 42 hours in the Writing Center (WC) over the course of the semester. The most important step in guaranteeing your success in English 350 is regularly attending the WC. English 350 is a very demanding class; the WC provides help in all areas of English and a disciplined, learning environment. Instructors, peer tutors, computer experts, fellow students, computers, printers, reference books, and textbooks are all available for you in the WC. Make it a part of your regular, daily routine as a student.

Drop Policy and Withdrawals

Instructors shall clear their rolls of inactive students not later than...the end of the tenth week of the semester (62.5% of the class for all other classes and in the summer)... Inactive students include:

- A. Students identified as no-shows
- B. Students who officially withdraw
- C. Students who are no longer participating in the courses and are therefore dropped by the instructor
- D. Students with excessive absences as defined by the instructor in the syllabus for the course

While an instructor may drop a student for excessive absences, it is the student's responsibility to officially withdraw from a class. In fact, even if the instructor drops the student, the student **MUST** officially withdraw in WebAdvisor in order to avoid a failing grade. Instructor approval is not required to withdraw from classes. Students must drop their classes by the appropriate deadline date through the current registration system [WebAdvisor]. Withdrawals, or drops, are authorized through the last day of the tenth week of instruction or 62.5% of the class, whichever is less. Students who are “inactive” (see above) without officially withdrawing from the course will receive an “F” (Failure) on their academic records. See “Attendance” above.

Major Academic Work and Assignments

- 3 college-level paragraphs
- 1 four paragraph essay (500-750 words in length)
- 1 Writing Center Conference per paragraph/essay
- 2-3 practice competency exam essays
- 1 competency exam essay
- Weekly reading response journal (RRJ) entries
- Weekly Writing Center (WC) assignments
- Quizzes: 4 Grammar quizzes and 10 Weekly Reading quizzes

Late Exam and Make-Up Test Policy

All tests, quizzes, and exams must be taken on the day they are given. If you are absent, it is your responsibility to contact me within 4 days and make up the quiz within 1 week of the original test date. During the semester, you may make up one missed grammar quiz and one missed reading quiz. Because quizzes occur weekly—sometimes twice a week—and are given at the beginning of class, it is important that you attend class every day and arrive on time. Students who perform poorly on a quiz are not eligible to retake quizzes.

Late Paper and Assignment Policy

All work should be ready to turn in at the beginning of class on the day it is due. Absence is not an excuse for turning in late work. Each student will receive two coupons, each good for one “free” late assignment. One will allow you to turn in a reading journal assignment (RRJ) up to one week late without penalty; and one will allow you to turn in a third draft one week late without penalty. The coupon must be stapled to the late work when it is turned in. Late papers will be graded and returned later than papers turned in on time. **USE YOUR LATE COUPONS WISELY.** If you have an emergency that warrants special attention regarding a deadline, **contact me before the deadline and plan to use your late coupon.** 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. Assignments turned in late without a coupon will receive a reduced grade. Late assignments without a coupon will be reduced 10% each weekday it is late.

Revisions and Rewrites

Revision: Using tutors’ and peers’ comments to rethink and rewrite your work before turning it in for a grade.

Rewrite: Using my grading comments to rewrite and resubmit your work to be graded a second time.

Each out of class paragraph and essay will go through the writing process: invention, first draft, peer review, first revision, Writing Center conference, second revision, editing, and third draft. Although I will check that you have completed first and second drafts on the dates they are due, I will not read them thoroughly unless you meet with me during my Writing Center hours. Instead, you will plan your next revision with help from a tutor or instructor in the Writing Center. I will comment on and grade third drafts.

First and second drafts with proof of a conference must be included with all third drafts. If an early draft has been skipped or has not been thoroughly revised or if you have not had a Writing Center conference before revising, I will not accept the final draft and it will be considered late if not turned in on the due date. See “Late Paper and Assignment Policy” above.

Within one week of receiving your graded compositions, you may consider my feedback, rewrite, and resubmit for reevaluation (you must attach the graded draft and rubric with my comments). Although most rewrites are optional, they are strongly encouraged because they provide the opportunity to change an unfavorable grade and to learn from mistakes. The final grade will be the average of the original and rewritten scores. **NOTE:** If you receive a RW on a major writing assignment or a reading journal, it is a mandatory rewrite due in one week. If you choose not to rewrite the assignment, it will receive an F.

Course Grade

You must achieve a 70% (C) average and successfully complete all requirements to pass the class and proceed to English 150. To be accurate and to recognize effort and performance, I use plus and minus grades (B-, B, B+) for the final course grade.

Borderline grades are not negotiable (i.e. grades are not “bumped up” for good behavior); the grade you have earned is the grade you receive. It is your responsibility to check your grade on MyCR regularly and remain informed about your course performance. Work that is not turned in will receive zero points and/or an F grade. See “Late Exam...” and “Late Paper...” policies for more information. Save ALL returned work in case it is entered incorrectly. Class records are kept for one semester.

Grade Itemization by Category:

| | | |
|----------------|-----|---|
| Writing | 50% | Paragraphs and Essays = 30% |
| | | Grammar Quizzes = 5% |
| | | Competency Exam = 15% |
| Reading | 40% | Degrees of Reading Power exam = 10% |
| | | Weekly reading quizzes = 15% |
| | | Weekly reading journals = 15% |
| Writing Center | 10% | Pass/Fail based on: |
| | | Attendance: 3 hours per week, 42 hours total |
| | | Completed <i>English Brushup</i> and <i>Ten Steps</i> assignments |
| | | Conferences on paragraphs and essays |

Final Grade Calculation

Passing:

| | | | |
|----|--------|----|-------|
| A | 100-93 | B+ | 89-87 |
| A- | 92-90 | B | 86-83 |
| | | B- | 82-80 |

Not Passing:

| | |
|---|------|
| F | 69-0 |
|---|------|

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>

Student Conduct

Students are expected to act appropriately in class. Disruptive behavior (including wandering in and out of class, carrying on side conversations, sleeping, using cell phones, doing homework for other classes, etc.) will not be tolerated. After one warning, those who demonstrate disruptive behavior will be asked to leave class and will earn an absence for that class meeting. Serious misconduct may result in suspension from the class. See the College of the Redwoods catalog for the complete student conduct policy.

Students who excel in English 350...

- ...**check their CR student email account and MyCR site regularly.** Individual progress reports and important announcements are sent to the student’s CR email address, grades are updated regularly in MyCR, and some of the required or supplemental course readings and assignments may be available on MyCR only, not in hard copy.
- ...know how to **contact their instructor** and do not hesitate to ask for help and clarification.
- ...refer to the **class schedule daily**, not only for the next class period, but also to plan ahead for upcoming deadlines and tests.
- ...are **attentive in class and participate actively** in discussions by asking questions and taking notes.
- ...**devote ample time** outside of class to course work, which involves juggling multiple assignments and essay revisions while studying for in-class essays and tests.
- ...**begin all assignments well before the deadline, complete them conscientiously, and turn them in on time.**
- ...**miss very few or no class meetings**, and if they are absent, they take responsibility to turn in assignments, to find out what they have missed, and to keep track of their absences and tardies.
- ...**make good use of the Writing Center**, attending every week and seeking one-to-one help and feedback.
- ...**revise their paragraphs and essays thoroughly**, taking advantage of the third-draft option; they seek out more than one Writing Center conference on each draft, getting advice from different tutors and instructors on how to best revise.
- ...motivate themselves by **choosing writing topics that interest them.**
- ...help to **create a positive classroom atmosphere** by showing consideration to one another, maintaining their good humor, and encouraging everyone to get the most from the class.
- ...read handouts (assignments, syllabus, and other guidelines) thoroughly, referring back to them throughout the semester; they follow directions carefully and ask for help when they do not understand what to do.

Campus Resources

Academic Support Center (ASC): The ASC provides individual and group tutoring, workshops, and computers.

Technical Assistance and Access: Computers, printers, scanners, and Internet are available in the Academic Support Center and other locations within the Learning Resource Center, Writing Center, and several labs on the Eureka campus. For assistance with MyCR or WebAdvisor, call Information Technology Services at 476-4160.

Special Needs and 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 contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPTS. Special accommodations such as extra time on tests, quizzes, and exams can be allowed **only if you have a documented disability with DSPTS**. If you know you need special accommodations or if you think you may qualify for special accommodations, please contact Disabled Students Programs and Services (DSPTS). **Special accommodations may take weeks to process**, so contact DSPTS this week. They are located on the Eureka campus in the Student Services Building and can be reached by calling 476-4280. NOTE: Since English 350 will culminate in a timed competency exam, it is important that necessary arrangements be made with the Disabled Students' Programs and Services (DSPTS) as soon as possible.

CR Health Center: The CR Student Health Center is located in PE Building 114 and may be reached by calling 707.476.4149.

Personal Problems and Emergencies

Although I don't want to infringe on your privacy, sometimes it's important that I understand what is causing absences or late work. I keep this information confidential.

Help with English 350

Help in English 350 can be obtained from five sources:

- 1) **Me.** As the instructor, I am here to help. Ask questions in class and meet with me in the WC.
- 2) **The Writing Center.** Peer tutors are available to respond to your writing and to help you plan, organize, develop, rethink, and revise your writing. Instructors are available to assist you with grammar, mechanics, punctuation, and writing in general.
- 3) **The Academic Support Center (ASC)** located in the back corner of the Learning Resource Center (LRC). The ASC provides tutors free of charge (appointments are required).
- 4) **Your classmates.** The students in this class can be a support system for you. Form a study group. It will help you learn the material covered in the course and will provide motivation when your resolve falters.
- 5) In addition, **EOPS and DSPTS** can also provide tutors.

Classmate Contact Information:

| | |
|--------------|--------------|
| Name: _____ | Phone: _____ |
| Email: _____ | |
| Name: _____ | Phone: _____ |
| Email: _____ | |
| Name: _____ | Phone: _____ |
| Email: _____ | |

Course Calendar:

| | | | | |
|-------------------------------|-------|------------------------------|----------|--------------------------|
| Every Week: | 09/03 | No Class | 11/19/20 | Prac. Comp. 1 |
| | 09/20 | Narrative Paragraph due | 11/22 | No Class |
| Monday: Read RRJ Article | 10/09 | Examples Paragraph due | 11/26-7 | Prac. Comp. 2 |
| Tuesday: TS Quiz | 10/15 | Grammar Quiz 1 (Subj/Verb) | 12/3-4 | Final Comp. Exam |
| Wednesday: GR lesson | 10/23 | Cause/Effect Paragraph due | 12/05 | No Class |
| Thursday: RRJ and WC work due | 10/29 | Grammar Quiz 2 (Phr./Clause) | 12/06 | Grammar Quiz 4 (Run-ons) |
| | 11/12 | No Class | 12/10 | DRP Reading Test |
| | 11/16 | Grammar Quiz 3 (Fragments) | | |

Equal Opportunity Employer

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.

Homework For Tuesday:

English 350: A Semester Overview

Note: Please carefully read the following description of English 350.

Although much of what is written here I will discuss in class, it is important that you understand the complexity of English 350 to be successful. English 350 is a six-unit course divided into three parts: writing, reading, and Writing Center. It will require much of your time. The following time commitment is needed per week: 5 hours of lecture, 3 hours of Writing Center attendance, and 12-15 hours of study and homework time. Because English 350 meets daily and is complex, a weekly schedule is provided. What follows is a semester overview of 75 hours of class and 42 hours in the Writing Center. To pass English 350, you will need to earn a grade of at least 70% and successfully complete all of the course requirements. It is important to note that 25% of the course grade rests on the final exams: the Degrees of Reading Power test and the Competency exam.

English 350 Writing

The writing component of English 350 comprises 50% of your English 350 grade. Each week you will complete weekly writing assignments. During the semester, you will also write 3 paragraphs and 4 essays. All of these compositions will reflect the *process* of your writing. All final drafts of your compositions must be accompanied by the planning form, a prewrite, 3 drafts, an in-class evaluation, and a WC conference. Papers turned in without evidence of this process are late and the grade will be reduced 10% each day until I receive all of the necessary work. Furthermore, I do not read essays that have not been revised.

At the end of the semester, to evaluate your mastery of writing skills, you will be given an in-class essay, called a competency exam, which will be holistically graded by faculty from the English Department. In addition to learning writing skills, you will also learn grammar and punctuation relevant to good writing. Frequent quizzes will be given to measure your mastery of these skills.

English 350 Reading

Reading assignments comprise 40% of your English 350 grade. English 350 teaches college-level reading; by the end of the semester, it is expected that you will show a college reading level on the Degrees of Reading Power test. The reading portion of the course is divided into two categories: 1) learning reading skills and 2) applying those reading skills. Weekly reading quizzes will be given to assess mastery of reading skills. To apply those skills, you will also be asked to read approximately 15 essays and to keep a reading response journal. In addition to passing the standardized reading exam, you will also be asked to demonstrate that you can show mastery of reading skills in instructor-designed reading tests.

English 350 Writing Center

Writing Center (WC) requirements comprise 10% of your English 350 grade. There is no partial credit. The WC portion of your grade is an all-or-nothing proposition: 0% or 10%. The Writing Center requirements are:

7. Attend the Writing Center 3 hours per week or 42 hours for the entire semester
8. Complete all instructor-assigned work (*English Brushup* and *Ten Steps*)
9. Conference with Writing Center staff on all papers.

Choosing to use the Writing Center and fulfilling the requirements will improve your English skills and boost your grade by 10%. Choosing not to use the Writing Center will deprive you of very valuable help and drop your grade by 10%. Along with reading and writing literacy, the WC also will provide you with some computer literacy or survival skills. You will need to word process all your paragraphs and essays. In addition to word processors, the WC also has human resources to help you: an English instructor, a lab coordinator, and peer tutors. You will be required to conference with peer tutors and/or instructors while writing your papers. Half of the WC is a quiet study area with no technology. It is a place for you to read, to write, to think. The lab is intended to be a resource that will help you succeed in this class and in future classes.

Is it worth your time to take this class? What will you receive for your time?

Yes, English 350 requires many hours of your time. However, if you conscientiously put in the time and effort, this course will provide you with college-level reading and writing skills and word-processing capability. You will have the academic and study skills necessary to enter and complete other courses offered at College of the Redwoods.

Personal Attendance Record

Name _____

English 350

MTWTh 2:50p to 4:05p

Because the English department strictly enforces the attendance policy, I highly recommend that you record your attendance for your own record. If there is a discrepancy between my record of your attendance and your record, I will ask to see this sheet, and I will ask you to describe what we did in class on the day(s) in question.

NOTE: If you arrive late, it is a good idea both to record the time you arrived and to speak with me after class. See "Attendance" in the above syllabus.

| | Monday | Tuesday | Wednesday | Thursday | Notes |
|--------------------|---|---|---|---|-------|
| Week 1 | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | |
| Week 2 | Labor Day | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | |
| Week 3 | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | |
| Week 4 | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | |
| Week 5 | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | |
| Week 6 | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | |
| Week 7 | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | |
| Week 8 | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | |
| Week 9 | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | |
| Week 10 | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | |
| Week 11 | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | |
| Week 12 | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | |
| Week 13 | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | Thanksgiving Break | Thanksgiving Break | |
| Week 14 | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | |
| Week 15 | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | No Class | <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent | |
| Finals Week | | | | | |

