

## Syllabus for: READING & WRITING SKILLS

<b>Semester &amp; Year:</b>	FALL 2012
<b>Course ID and Section Number:</b>	ENGL-350 - M2438
<b>Number of Credits/Units:</b>	6
<b>Day/Time:</b> <b>Location:</b>	Lecture: MW 3:00 - 5:35 p.m. in room 114 Lab: TTh 3:00 - 4:25 p.m. in room 307
<b>Instructor's Name:</b>	Dr. Jeffrey H. Solomon
<b>Contact Information:</b>	Office location and hours: Room 104-A, TTh 4:30 - 5:30 p.m. Phone: (707) 962-2600 Email: <a href="mailto:jeff-solomon@redwoods.edu">jeff-solomon@redwoods.edu</a>
<b>Course Description:</b> 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/Lab, where students practice basic reading and writing skills and receive essential tutorial support in reading strategies, in writing, and in sentence skills.	
<b>Student Learning Outcomes:</b> <ol style="list-style-type: none"><li>1. Identify the main idea and its major and minor support in simple academic articles.</li><li>2. Recognize that writing involves many steps, which include generation of ideas, organization of information, development of general and specific support, revision, and editing.</li><li>3. Generate and organize general and specific support derived from personal experiences to develop a point in a paragraph and in a basic essay.</li><li>4. Formulate and support a thesis in a unified, coherent, and well-developed basic expository essay.</li><li>5. Apply basic grammar, usage, and punctuation rules in writing with special attention paid to sentence boundaries.</li><li>6. Employ the Writing Center/Lab to enhance and to support basic academic behavior and habits necessary for college success.</li></ol>	
<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.	

**Academic Honesty 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>

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.

<b>Required Texts:</b>	<i>The Longman Handbook for Writers and Readers</i> , 6th Ed. <i>They Say/I Say: The Moves that Matter in Academic Writing</i> , 2nd Ed. (Norton) <i>The Wild Trees</i> (Random House 2008) Course handouts (provided by instructor)
<b>Required Materials:</b>	Loose leaf notebook with paper and at least five dividers Flash drive Weekly planner Scantron forms (2) and #2 pencil
<b>Course Purpose – Reading Sec.:</b>	You will develop your reading comprehension and critical thinking skills, improve your vocabulary, and practice reading out loud. By the end of the semester you should be prepared to read, comprehend, summarize, and interpret college-level texts.
<b>Course Purpose – Writing Sec.:</b>	You will review English grammar, usage, spelling and punctuation. You will practice writing and editing sentences and paragraphs as you outline, draft and rewrite your work. You will learn to use a word processor to prepare a correctly formatted final draft. By the end of the course you should be able to write a short essay that is well-organized, coherent, and well-edited.
<b>Course Purpose - Socialization:</b>	As you practice your reading and writing skills, you will also be working cooperatively with other students in class. Your work in groups will help you learn more efficiently, and it will reinforce the learning of your classmates.
<b>Specific Goals:</b>	Successful students in English 350 will learn to:  <input type="checkbox"/> Read academic writing critically; demonstrate the ability to identify the main idea in an essay or article; assess the value of major and minor support in academic writing. <input type="checkbox"/> Discriminate between general and specific levels of support, as both a reader and a writer. <input type="checkbox"/> Use a recursive writing process. <input type="checkbox"/> Generate and organize general and specific support derived from personal experiences to develop a point in a paragraph and in a basic essay. <input type="checkbox"/> Apply proper grammar, usage, and punctuation rules in writing.

<b>Attendance and Participation:</b>	Attendance is mandatory. You will be expected in class every day, on time, and fully prepared. Any absences, late arrivals, or general unpreparedness will result in a lowered grade.
<b>Homework Policy:</b>	<p>English 350 is a 6 unit class – the equivalent of two normal college courses – so the workload is heavy. Each week, you should schedule about 10 hours of homework and writing time for this class, in addition to the time you spend in class and in the writing lab. Keeping up with your homework is not only essential to pass the class, it is one of the academic skills English 350 is designed to help you strengthen.</p> <p>Late homework will not be accepted for any reason. If you plan to be absent when an assignment is due, you can turn it in early. There will be no opportunities for extra credit or for make-up work.</p>
<b>Reaching Proficiency in Writing Assignments:</b>	<p>You will be writing and revising four paragraphs and two essays before the final in-class essays. Each of these assignments will focus on a particular writing skill, and the assignments progress in difficulty through the semester. To make sure your skills are progressing as well, you will need to demonstrate proficiency (equal to at least a “B” grade) in that assignment’s focused skill, plus the previous assignments’ skills. In other words, before you move on to the next assignment, you need to master the previous one. This means you may need to revise an assignment again - most likely after tutoring - and then re-submit it to receive credit. You will have up to four chances to demonstrate proficiency with each writing assignment. You will always know precisely which skill is the focus for an assignment, and you will always have the option of extra help.</p> <p>This policy reflects several realities of learning—literacy skills build on a foundation of skills you’ve already mastered, and a weak foundation will impede progress. Current research into the science of learning reveals that one of the most powerful ways we learn is to understand and revise our own mistakes, so mistakes in writing must be seen as opportunities for improvement.</p>
<b>Help with English 350:</b>	Help is available, but you must be responsible for assessing your needs. Remember that the best way to receive help is to ask for it. There will be time in lab classes for individual help. I am also available during my office hours to give you extra help, or to review your concerns with the class.

<p><b>Grading:</b></p> <p>Participation (5%) -----</p> <p>Quizzes (10%) -----</p> <p>Tests (20%) -----</p> <p>Homework (5%) -----</p> <p>Essays (35%) -----</p> <p>Competency Exam 1 (15%) -----</p> <p>Competency Exam 2 (10%) -----</p>	<p>Your final grade will be based upon the following:</p> <p>You will receive 1 point for each day you attend the entire class and fully engage with the activities, discussion and assignments for that day, including having the required books and materials and completing the homework due that day. There is no partial credit.</p> <p>There will be a quiz on assigned material at the beginning of class on most days. Missed quizzes cannot be made up.</p> <p>There will be a test on each completed unit. In addition to unit tests, you will also have midterm and final exams.</p> <p>Homework may include textbook assignments, writing practice, vocabulary work and readings. Missed assignments cannot be made up for credit.</p> <p>You will select three essays to revise, and turn in as formal writing assignments.</p> <p>The final in-class essay.</p> <p>The final reading test.</p>
<p><b>Grade Breakdowns:</b></p>	<p>I will assign both letter grades and points, so you can compute your letter grade with this grading scale:</p> <p>A = 930 -1000 (93% +)</p> <p>A- = 900 - 929 (90% +)</p> <p>B+ = 870 – 899 (87% +)</p> <p>B = 830 – 870 (83% +)</p> <p>B- = 800 – 829 (80% +)</p> <p>C+ = 770 – 799 (77% +)</p> <p>C = 700 – 769 (70% +)</p> <p>D = 600 – 699 (60% +)</p> <p>F = 000 – 599 (59% -)</p>

The instructor reserves the right to add, delete or revise sections of this course or syllabus. Changes will be announced in class.

Week	Reading Section	Writing Section	Due in class	Writing Lab assignment
Week 1 Aug. 27-30	Text Orientation Diction and meaning	Introduction to rhetoric and abstract reasoning	Reading assignment #1 (handout)  Dictionary definitions	Active reading worksheet (previewing, reading, annotating, reviewing)
Week 2 Sept. 4-6	Main Ideas Summarizing	Prewriting Sentence logic	<i>They Say...</i> , pp. 30-40; Ex. 1  <i>The Wild Trees</i> , pp. 1-16	"Sentences," <i>Longman</i> , pp. 68-80, 505-526.
Week 3 Sept. 10-13	Essay structure Supporting evidence	Generating ideas Paragraph logic	<i>Longman</i> , pp. 6-15 <i>They Say...</i> , pp. 42-51; Ex. 1-2  The Wild Trees, pp. 17- 33	"Paragraphs," <i>Longman</i> , pp. 52-67.  Grammar corrections
Week 4 Sept. 17-20	Claims and evidence Paragraphing	Paragraphs Textual maps	<i>The Wild Trees</i> , pp. 34- 57	Descriptive paragraphs  Grammar corrections
Week 5 Sept. 24-27	Critical reasoning Essay structure	Thesis statements, topic sentences, supporting evidence	<i>They Say...</i> , pp. 55-67 & 195-205; Ex. 1-2  The Wild Trees, pp. 58- 89	Summary/Critique essays  Grammar corrections
Week 6 Oct. 1-4	Critique and analysis	Compare/Contrast essay	Essay drafts <i>They Say....</i> , pp. 68-77, Ex. 1  <i>The Wild Trees</i> , pp. 90- 110	Essay drafts 1 & 2
Week 7 Oct. 8-11	Tone and style Explanation/ implication	Editing Global and local revisions  Essay #1	<i>Longman</i> , pp. 34-51 <i>The Wild Trees</i> , 111-133  Essay #1	Peer groups <i>Longman</i> , "Revising," pp. 34-51; Ex. 1-5.
Week 8 Oct. 15-18	Argument and Critique	Objective & subjective claims Avoiding bias  Midterm Exam	<i>Longman</i> , pp. 91-111 <i>They Say...</i> , pp. 78-91  <i>The Wild Trees</i> , pp. 137-159	Writing exercises

Week	Reading	Writing	Due in class	Writing Lab assignment
Week 9 Oct. 22-25	Assessing your writing Peer groups	Revision strategies	<i>Longman</i> , pp. 81-90 <i>They Say...</i> , pp. 141-144  <i>The Wild Trees</i> , pp. 160-176	Peer groups
Week 10 Oct. 29-Nov. 1	Purpose and Tone	So what?  Essay 2 - Drafts	<i>Longman</i> , pp. 115-129 <i>They Say...</i> , pp. 92-102  <i>The Wild Trees</i> , pp. 177-200	Essay drafts
Week 11 Nov. 5-8	Strategies for critical reading	Revision strategies  Essay 2	<i>Longman</i> , pp. 188-202  <i>The Wild Trees</i> , pp. 201-224	Reader response paragraphs
Week 12 Nov 13-15	More reading strategies	In-class essay exams Sample competency Exams	<i>The Wild Trees</i> , pp. 227-241	Reader response paragraphs
Week 13 Nov. 19-21	Summaries and reading strategies	Practice Competency Exams	<i>The Wild Trees</i> , pp. 242-267	Reader response paragraphs
Week 14 Nov. 26-29	Summaries and reading strategies	Review  Essay 3	<i>The Wild Trees</i> , pp. 268-284	Review, Sentence combining
Week 15 Dec. 3-6	Preparing for Competency Exams	Competency Exams, Parts 1 & 2		Review
Finals Week Dec. 10-14				

Schedule is subject to change. The instructor reserves the right to add, delete or revise assignments, as warranted. Changes will be announced in class.