

## Syllabus for: ENGLISH 150: PRE-COLLEGIATE READING AND WRITING

<b>Semester &amp; Year:</b>	SPRING 2013
<b>Course ID and Section Number:</b>	ENGL-150-M2792
<b>Number of Credits/Units:</b>	3.5
<b>Day/Time:</b> <b>Location:</b>	Tuesdays 3:30-4:55, MM 112 & Thursdays 5:00-5:50, MC 307
<b>Instructor's Name:</b>	Dr. Jeff Solomon
<b>Contact Information:</b>	Office location and hours: MM 104, TTH 6:00-7:30 Phone: (707) 962-2600 Email: jeff-solomon@redwoods.edu

**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 Lab, where students receive individualized instruction in critical reading, in the conventions of standard written English, and in all stages of the writing process.

### **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 drafting.
4. Apply basic grammar and punctuation rules, particularly those that address sentence boundaries.

**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.

**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>Rereading America: Cultural Contexts for Critical Thinking and Writing</i> , 8th ed. (Bedford/St. Martin's) Course handouts (provided by instructor)
<b>Required Materials:</b>	Loose leaf notebook Flash drive
<b>English Dept. Attendance Policy:</b>	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 (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.
<b>Homework Policy:</b>	Late homework will not be accepted for full credit. If you plan to be absent when an assignment is due, turn it in early.
<b>Grading:</b>	
Essays (40%) -----	You will write four essays of increasing complexity and length: Essay #1 (5%), Essay #2 (10%), Essay #3 (10%), Essay #4 (15%).
Competency Exam (20%) -----	You will have one in-class essay exam (90 min).
Reading Responses (20%) -----	You will read a number of essays and respond to questions about your reading, both at home and in class.
Grammar/Sentence Skills (10%)	Four Unit Tests on grammar and sentence mechanics.
Revision Lab (10%) -----	Three revisions and three tutor conference meetings.
<b>Grade Breakdowns:</b>	A = 900 -1000 (90% +) B = 800 – 899 (80% - 89%) C = 700 – 899 (70% - 79%) D = 600 – 699 (60% - 69%) F = 000 – 599 ( 0% - 59%)

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

Week/Date	Topics / Readings / Assignments
<p><b>Week 1</b>  <b>Jan. 14-18</b></p>	<p>Reading and Thinking Critically</p> <p><u>Read:</u> <i>The Longman Handbook</i>, pp. 92-104 <i>Rereading America:</i> Mann, "Report of the Massachusetts Board of Education, 1848"</p>
<p><b>Week 2</b>  <b>Jan. 21-25</b></p>	<p>Identifying Parts of Speech; Identifying Main Ideas in an Argument</p> <p><u>Read:</u> <i>Longman</i>, pp. 188-193 <i>Rereading:</i> Anyon, Jean. "Social Class and the Hidden Curriculum of Work"</p> <p><b>Essay #1 Due –Friday, 1/25/13</b></p>
<p><b>Week 3</b>  <b>Jan. 28- Feb. 1</b></p>	<p>Subjects and Verbs; Issues and Arguments</p> <p><u>Read:</u> <i>Longman</i>, pp. 52-67, 105-109 <i>Rereading:</i> Kindlon, Dan. "The Descent of Men." Devor, Aaron. "Becoming Members of Society"</p>
<p><b>Week 4</b>  <b>Feb. 4-8</b></p>	<p>Clauses and Phrases; Developing a Well-Reasoned Stance and Thesis</p> <p><u>Read:</u> <i>Longman</i>, pp. 110-114 <i>Rereading:</i> Kilbourne, Jean. "Two Ways a Woman Can Get Hurt"</p>
<p><b>Week 5</b>  <b>Feb. 11-15</b></p>	<p>Critical Reading and Critique</p> <p><u>Read:</u> <i>Longman</i>, "Critiques," pp. 198-199</p> <p><b>Unit Test #1</b> <b>Essay #2 Due – Friday, 2/15/13</b></p>
<p><b>Week 6</b>  <b>Feb. 18-22</b></p>	<p>Developing Strong Proof-Reading Skills; Assessing Writing Effectively</p> <p><u>Read:</u> <i>Longman</i>, pp. 81-90</p>
<p><b>Week 7</b>  <b>Oct. 25-Mar. 1</b></p>	<p>Using Pronouns Effectively; Draft Revision Workshop</p> <p><u>Read:</u> <i>Longman</i>, pp. 34-51</p> <p><b>Unit Test #2</b> <b>Essay #2, Revision Due – Friday 3/1/13</b></p>
<p><b>Week 8</b>  <b>Mar. 4-8</b></p>	<p>Shadowy Actors and Vague Pronouns; Sources and Synthesis</p> <p><u>Read:</u> <i>Rereading:</i> Morse, Jennifer. "8 Is Not Hate: The Meaning of a Proposition" Wolfson, Evan. "What is Marriage?"</p>

<b>Week 9</b> <b>Mar. 11-15</b>	<b>SPRING BREAK</b>
<b>Week 10</b> <b>Mar. 18-22</b>	The People and Things you Discuss; Objective Analysis  <u>Read:</u> <i>Longman</i> , pp. 285-292 <i>Rereading:</i> Marriage Equality USA, "Proposition 8 Hurt My Family - Ask Me How." "Prop 8: The California Marriage Protection Act"  <b>Unit Test #3</b>
<b>Week 11</b> <b>Mar. 25-29</b>	Comma Rules and Reasons; Draft Revision Workshop  <b>Essay #3 Due – Friday, 3/29/13</b>
<b>Week 12</b> <b>Apr. 1-5</b>	The Signs in the Sentences; Discovering Trends and Solving Problems  <u>Read:</u> <i>Longman</i> , pp. 11-15 <i>Rereading:</i> McKibben, Bill. "The End of Nature."
<b>Week 13</b> <b>Apr. 8-12</b>	When One Word is Two; Using Time Sequences and Problem Grids  <u>Read:</u> <i>Rereading:</i> Williams, Joy. "Save the Whales, Screw the Shrimp." Wood, Graeme. "Moving Heaven and Earth."
<b>Week 14</b> <b>Apr. 15-19</b>	Revision Workshop  Read: Competency Exam Essay Prompt. <b>Unit Test #4</b>
<b>Week 15</b> <b>Apr. 22-26</b>	Preparing for Competency Exams  <b>Essay #4 Due – Friday, 4/26/13</b>
<b>Week 16</b> <b>Apr. 29-May 3</b>	Competency Exam
<b>Finals Week</b> <b>May 6-10</b>	Final Exams

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