

<b>Syllabus for: (name of class)</b>	
<b>Semester &amp; Year:</b>	Fall 2013
<b>Course ID and Section Number:</b>	ENGL 150 E1803
<b>Number of Credits/Units:</b>	3.5
<b>Day/Time:</b>	MW 2:50-4:15
<b>Location:</b>	FM 208
<b>Instructor's Name:</b>	Susan Nordlof
<b>Contact Information:</b>	Office location and hours: CA 121 TTh 9:30-11 Phone: 476-4336 Email: Susan-Nordlof@redwoods.edu
<b>Course Description (catalog description as described in course outline):</b>	
A course in the development of college-level reading, writing, and critical thinking skills, emphasizing basic argumentation. Students analyze ideas and structure in assigned readings and compose essays supporting arguable thesis statements. The lab component of the course is scheduled in the Writing Center, where students receive individualized instruction in critical reading, in the conventions of standard written English, and in all stages of the writing process	
<b>Student Learning Outcomes (as described in course outline) :</b>	
<ol style="list-style-type: none"> <li><b>1. Develop an effective, thesis-driven argument appropriate to an academic audience.</b></li> <li><b>2. Critically read and respond to argumentative texts.</b></li> <li><b>3. In a multi-stage process, incorporate feedback (from instructors and peers) in essay planning and drafting.</b></li> <li><b>4. Apply basic grammar and punctuation rules, particularly those that address sentence boundaries.</b></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.	
<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:	

<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.

## ESSENTIAL ENGLISH 150 COURSE INFORMATION: SPRING 2013

**INSTRUCTOR:** Susan Nordlof

**EMAIL:** Susan-Nordlof@redwoods.edu

**OFFICE HOURS:** Creative Arts 121  
TTh 9:30-11& by appointment.

If you show up at other times, please **do not** assume that I will be there or that I will be able to meet with you (since I may be preparing for class or running off to another class or to a meeting)

**WRITING CENTER HOURS:** LRC 102  
Day/Time: MW 8:30-9:55 W. 4:25-5:50

**OFFICE PHONE/ VOICE-MAIL:** (707) 476-433  
**MAILBOX:** Humanities Office Hallway (FM 200):  
Mailbox space labeled with my name.

I also have a basket hanging on my office door.  
Please note that these receptacles are not secure.  
I advise students who leave me hard copies to also email a digital copy as a safeguard,  
**Do not slide papers under my office door!**

Writing Center Phone: 476-4100 x4686

**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**

ENGL 150 Lab: ENGL 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 (which will be checked periodically)**

### REQUIRED TEXTS AND MATERIALS

▪ **Regular access to a computer and a printer (including the money and/or paper for printing).**  
Students in this class **must be** willing and able to register with and to use/access the following regularly, beginning the second week of classes:

My CR: 150 Course Website (by the beginning of Week 2)

Class-related email (via your CR email account) (by the beginning of Week 2)

Turnitin.com (an anti-plagiarism data base on the internet) (beginning the 5<sup>th</sup> or 6<sup>th</sup> week of classes)

All of the course readings and many other course materials will be available on the My CR site only. Students must print readings and materials and bring them to class.

**IT IS ESSENTIAL THAT YOU BUDGET FOR THIS PRINTING THROUGHOUT THE SEMESTER. NEITHER COMPUTER PROBLEMS NOR A LACK OF SPARE MONEY FOR PRINTING WILL BE AN ACCEPTABLE EXCUSE FOR NOT HAVING READ MATERIALS DUE AND BROUGHT HARD COPIES TO CLASS.**

**I will hold students responsible for any information I send to the class via email. Check your CR EMAIL often.**

▪ *The Least You Should Know About English: Special Edition For College of the Redwoods* (Grammar workbook), Page & Glaizer

**Because this is a customized edition of the text for CR, this book must be purchased at the Bookstore. It cannot be purchased used because it is a workbook that students write in.**

▪ *English 150: College Reading and Writing Class Booklet*

(Packet) Susan Nordlof, Spring 2013

Packet of class handouts for sale in the CR Bookstore (not before Week 2)

- **THREE** letter-size file folders (Do not try to reuse the same folder for all essays: you will need three of them)
- Six bluebooks. Bluebooks are small notebooks for writing essay exams. They cost less than 50 cents apiece and are available at the CR Bookstore. You will not need them until the second half of the semester.
- A stapler or regular access to one. Your essays must have stapled pages, and **I do not provide a stapler in class.**
- A binder for storing the Class Booklet, handouts, drafts, and blank paper. I recommend that this be a 3-hole binder and that you also purchase dividers to keep the materials organized.

## ACADEMIC WORK & ASSESSMENTS

- **3 FORMAL ESSAYS** (minimum 850 wds) Students will receive specific instructions for the essays. Prewriting assignments, at least two drafts (showing significant revision), and Writing Center tutorials are **required** for each paper. Essays which have not been thoroughly revised after consultation with a Writing Center instructor or tutor will not be graded.
- **READING** questions, discussions, and tests.
- **GRAMMAR**, usage, and punctuation: Readings and workbook assignments, exercises, tests, essay corrections.
- **COMPETENCY EXAM:** During a 90-minute testing period in the last week of classes, students 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 **three in-class essays** that will serve as practices for the competency exam.
- **MISCELLANEOUS** in-class writing, exercises, activities, and discussions

**Keep in Mind:** “As a matter of standard higher education practice..., in traditional academic disciplines (such as English, history, mathematics, etc.), 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).” *From the Program and Course Approval Handbook*, California Community College System Office.

## GRADES

<b>40%</b>	<b>Writing</b> , including 3 Formal Essays (with requirements: planning assignments, first drafts, Writing Center conferences, and second drafts), 3 practice competency exams (in-class-essays), and miscellaneous short writing assignments
<b>20%</b>	<b>Reading:</b> assignments, questions, quizzes, and tests
<b>20%</b>	<b>Competency exam</b> (in-class essay)
<b>10%</b>	<b>Grammar, punctuation, &amp; usage:</b> mechanical corrections on essays and Unit Tests.
<b>10%</b>	<b>Writing Center</b> Pass/Fail criteria: A total of 22.5 hours a semester; at least 3 verified Writing Center tutorials/conferences; completion of workbook exercises on schedule when checked by instructor (4 times per semester).

- For a more specific grade breakdown for each assignment in the class, see the handout “**WHAT IS MY GRADE IN ENGLISH 150?**” **You should be referring to this handout and using it to keep track of your grade each week.**
- Work which is not turned in will receive zero points and/or an F grade.
- See policy on **Late Work** for more relevant information.
- **For greater precision, I use plus (+) and minus (-) grades in this course when evaluating tests and assignments and when calculating final grades.**

**With A Final Grade Of C (70%) Or Higher In English 150, You Will Be Eligible For English 1A.**

**EXTRA CREDIT:** The CR English department has a **NO EXTRA CREDIT policy**. Students who wish to insure a passing grade or better should be attentive and diligent in completing the required course work on time, should attend class regularly and participate fully, and should make the best use of opportunities to seek expert feedback and revise their essays thoroughly (in the Writing Center and/or instructor office hours).

**SPECIAL NEEDS:** If you have special needs due to a verifiable physical, psychological, or learning disability, you are legally entitled to appropriate accommodations. The college offers a variety of services to support students with special needs, and you should talk with me as soon as possible if you would like my help with arranging accommodations to ensure your success in this course.

### **INSTRUCTIONS FOR THE NEXT CLASS MEETING (Wed. 1-16):**

- Before class, , review carefully the Basic Course Information and Policies & Procedures handouts. Be prepared to ask questions about anything you would like clarified. The class schedule part of the syllabus AND the handouts on figuring out your grade & attendance will be passed out on the second day of class .
- **WRITING CENTER ORIENTATION** (we will meet in the classroom before going to the Writing Center.)

### **COURSE LEARNING OUTCOMES FOR ENGLISH 150**

#### **WHAT SHOULD THE STUDENTS BE ABLE TO DO AS A RESULT OF TAKING THIS COURSE?**

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

**THE FOLLOWING LIST TELLS YOU HOW TO GET THE MOST FROM ENGL 150, INCLUDING A GOOD GRADE.**

#### **CHARACTERISTICS OF STUDENTS WHO EXCEL IN ENGLISH 150**

- They **print readings and other materials from My CR on schedule and bring hard copies to class.**
- 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 (so they do not run afoul of the attendance policy).
- 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 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.
- They **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.

## ENGLISH 150 POLICIES AND PROCEDURES

### 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”**(generally, dropping **AFTER WEEK 2** of the semester—in Spring 2013 , **dropping after 1/27/13**). 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. After two attempts, financial aid to retake the class may be affected. 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 need to commit themselves from the beginning of the semester to the considerable work load required to pass ENGL 150 OR drop the course within the first couple of weeks. If you have registered for this course before and either not passed or withdrawn, it is especially important that you understand these regulations. If you have enrolled in the class, but your life is especially complicated with a heavy course load, a heavy work load, demanding family responsibilities, and/or demanding extra-curricular activities (like being a student athlete), then you should think carefully about how you will manage the stress and the time-management **NOW** while you still have the option to drop by 1/27/13).

### ATTENDANCE POLICY

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. In general, absences may be considered excessive when the number of absences exceeds the total number of hours that the class meets during one week. The English Department Attendance Policy specifies that 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 week 10, excessive absences will likely result in failure.

**INSTRUCTORS MAY DROP STUDENTS UP TO 3/30/13 FOR POOR ATTENDANCE AND/OR NON-PARTICIPATION (ASSIGNMENTS NOT TURNED IN).**

**IN ENGL 150, YOU WILL BE DROPPED FROM THE CLASS IN THE FOLLOWING CIRCUMSTANCES:**

- **IF, BY 1-27-13, YOU HAVE HAD 2 OR MORE UNEXCUSED ABSENCES AND/OR HAVE NOT COMPLETED ASSIGNMENTS.**
- **IF YOU HAVE 5 UNEXCUSED ABSENCES BEFORE 3/30/13.**
- **IF, BEFORE 3/30/13, YOU HAVE SHOWN A PATTERN OF NON-PARTICIPATION IN THE CLASS—MOST SIGNIFICANTLY, A PATTERN OF NOT COMPLETING ASSIGNMENTS ON TIME.**

**ARRIVING LATE OR LEAVING EARLY WILL COUNT AS A HALF AN ABSENCE.** Students are considered late if they are not present when I take attendance at the beginning of class.

If you are late, you must talk with me after class to insure that I have marked you tardy rather than absent.

If you need to leave early, you must alert me before class or run the risk of being marked absent.

**TO BE COUNTED AS AN EXCUSED ABSENCE, YOU MUST PRODUCE MEDICAL OR LEGAL DOCUMENTATION CLEARLY STATING THAT YOU WERE TOO ILL TO ATTEND CLASS, YOU HAD A MEDICAL APPOINTMENT THAT CONFLICTED WITH CLASS, OR YOU WERE SUMMONED TO APPEAR IN COURT AT THE DAY/TIME OF CLASS.**

**NOTE:** Students who are parents may receive excused absences if they show medical documentation for their children's illnesses or appointments.

**CR Health Center: PE Building 114 707-476-4149 Spring 2013 Hours: M 9-1, Tues 8:30-12:30, WThF 1-5.**

**DO NOT COME TO CLASS IF YOU ARE SICK!** Medical documentation from the Health Center will be adequate to excuse an absence or provide a due date extension.

**I DO take attendance and keep attendance records; students should also chart their attendance (including arriving late and leaving early) on the chart provided.**

The last day for a student-initiated drop with a refund is **1/25/13**. The last day to drop without a "W" on your transcript is **1/27/13**. The last day for a student-initiated drop or for an instructor-initiated drop (without a refund and with a "W" on your transcript) is **3/30/13**.

Before I drop anyone from ENGL 150, I will try to communicate with the student, providing I am able to reach him or her in class or by email. Do not just assume, however, that if your attendance and/or course work is poor that I have dropped you or will drop you. You must check with me. **If you think I have dropped you in error, please talk to me about reinstating you in the class.**

**AFTER MARCH 30, INSTRUCTORS CAN NO LONGER DROP STUDENTS FROM THE COURSE. IF YOU STOP ATTENDING CLASS WITHOUT OFFICIALLY DROPPING OR BEING DROPPED, YOU WILL RECEIVE AN "F" IN ENGL 150**

**MAKE-UP TESTS:** If you must be absent for a test or an in-class writing, **please speak with me about arranging a make-up** in the Testing Center in the Academic Support Center (**in the library**)—preferably **AHEAD OF TIME**. **It is your responsibility to contact me about the make-up and to complete it WITHIN ONE WEEK OF THE TEST DATE; OTHERWISE, YOUR SCORE WILL BE ZERO.** Students will not be eligible for make-ups if they have taken the test and performed poorly or if they are unprepared for the test on the day it is scheduled.

Testing Center Hours: Monday –Thursday 8:00 a.m. - 7:00 p.m. and on Friday 8:00 a.m. until 4:00 p.m.

## **LATE WORK**

**ALL WORK SHOULD BE TURNED IN ON THE DUE DATE.**

By the third week of the semester, each student will receive two coupons, each good for one late assignment

without penalty. One will allow you to turn in a **reading question assignment** up to **one week late** without penalty; and one will allow you to turn in a **second or (optional) third draft one week late** without penalty. **The coupon must be stapled to the late work when it is turned in.** Late papers—even those excused with a coupon—will be returned (graded) **later** than papers which were turned in on time.

Formal essays submitted late without a coupon (or later than one week with a coupon) will be **lowered one full grade** for each school day late, unless special arrangements have been made. (Example: if the due date was Monday, and you turn it in on Thursday, you will lose three grade points; if the due date was Thursday and you turn it in Monday, you will lose two grade points.)

**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.**

(See handouts on Paper Format and Grading FAQs for more details.)

**In these cases, deadlines WILL NOT be extended**

**Topic and Essay Planning Worksheets and first drafts should always be completed on time. These essential preliminary steps cannot be delayed by any late coupons.** A grade penalty will be attached to the completed paper if the planning worksheet and/or first draft is late, and these penalties may not be removed by redrafting the paper.

**Except for formal essays, NO OTHER ASSIGNMENTS WILL BE ACCEPTED LATE, unless special arrangements have been made. THIS POLICY INCLUDES WORK WHICH MAY BE LATE BECAUSE OF AN ABSENCE, ILLNESS, ETC--UNLESS YOU PROVIDE A DOCUMENTED EXCUSE (SEE ATTENDANCE POLICY ABOVE) USE YOUR LATE COUPONS WISELY.**

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.

**COPIES:** Students are required to print and keep their own hard copies of all drafts (1<sup>st</sup>, 2<sup>nd</sup>, & optional 3<sup>rd</sup>) before turning them in to me. This is the best way to avoid losing work because of technological glitches.

## **REVISIONS**

**TWO DRAFTS (the 2<sup>nd</sup> SUBSTANTIALLY revised) ARE REQUIRED FOR EACH FORMAL ESSAY.** Topic and planning worksheets must be approved by me (or by a Writing Center instructor) before a student proceeds with draft one. Although I will check that you have completed a first draft on the date it is due, I will not read it thoroughly (unless you meet with me in my office) or respond with written comments. Instead, you will plan your next revision with help from a teacher in the Writing Center or help from me during office hours. I will comment on second drafts and grade them. First drafts with proof of tutorial must be included with all second drafts submitted for a grade.

**IF YOUR TOPIC PLANNING AND/OR ESSAY PLANNING ARE LATE, YOUR ESSAY GRADE WILL BE PERMANENTLY REDUCED BY ONE GRADE POINT (FROM A "B" TO A "C," FOR EXAMPLE)**

**IF YOUR FIRST DRAFT IS LATE MORE THAN ONE TIME, YOUR ESSAY GRADE WILL BE PERMANENTLY REDUCED BY ONE GRADE POINT.**

**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.**



**By the time I have become aware of these problems, the deadline for the paper may have passed. NO SPECIAL EXTENSIONS WILL BE GIVEN IN THESE CASES.**

### **OPTIONAL 3<sup>RD</sup> DRAFTS**

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 draft 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.** Due dates for optional third drafts will appear in the syllabus and on the assignment for each formal essay. **Third drafts MUST follow an assigned procedure, including an additional Writing Center conference and Turnitin .com submission, which you will learn about in class.**

### **INSTRUCTOR COMMENTS & GRADES**

Most second drafts of formal papers will be returned, with comments and grades, TWO WEEKS after being turned in. Students will not receive the optional third drafts until the end of the semester. Essays which 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. Tests will be returned as soon as possible, well in advance of the next related quiz or test. Some work—in particular Reading questions—may be corrected in class and turned in only for the grades to be recorded— not for instructor comments.

In addition, I do NOT use the My CR online gradebook, but I will provide you with materials for tracking and figuring your own grades. If you want to know the grade-to-date that I have for you in my gradebook, send me an email request.

### **ACADEMIC HONESTY**

**PLAGIARISM: Before beginning the formal essays, students will receive a handout outlining the college and English department policies on plagiarism, including definitions and penalties. No essay which contains plagiarism--no matter how small an amount or how unintentional--will be graded, and students who are guilty of blatant plagiarism will be referred to campus authorities for disciplinary action.**

**STUDENTS ARE RESPONSIBLE FOR UPLOADING ALL SECOND AND THIRD DRAFTS TO TURNITIN.COM, A SUBSCRIPTION DATABASE THAT CHECKS PAPERS FOR PLAGIARISM.**

**YOUR ESSAY WILL NOT BE GRADED UNLESS IT HAS BEEN SCANNED BY THIS PROGRAM, AND I HAVE RECEIVED THE RESULTS.**

### **APPROPRIATE CLASSROOM CONDUCT**

Generally, ENGL 150 students understand the standards of appropriate behavior for college students, so classroom conduct does not become a problem. **However, to avoid embarrassment or misunderstanding, students should be aware that the following behaviors are NOT ACCEPTABLE in class:**

- **Side conversations between students while class is in session.** Even if you are talking about class work, side conversations are discourteous to the instructor and to other students who are participating in class discussions or who are trying to listen. (Of course, paired or group activities are sometime part of the class activities.)
- **Interrupting the class by entering late, leaving early, or coming and going from the classroom while the class is in session.** Take care of personal needs before entering the classroom.

If you walk out of the classroom repeatedly (before class is over) or wander in and out repeatedly, you will be warned and ultimately suspended from the class and referred to campus disciplinary authorities.

Again, such repeated behavior is disruptive and discourteous to the instructor and to the other students. (Of course, occasionally emergencies occur which make such interruptions unavoidable. In these cases, please try to be as unobtrusive as possible.)

- **Use of electronic devices in class, including cell phones and MP3 players. PUT THEM AWAY before class starts**, and turn off cell phones before entering the class and the Writing Center. **Texting or other inappropriate electronic activities during class will result in your being temporarily suspended from class IMMEDIATELY (that is, kicked out)** and referred to campus disciplinary authorities. **CONSIDER THIS HANDOUT YOUR FIRST WARNING!**

**Please do not use a computer or electronic notepad in class without meeting first with me to establish appropriate guidelines.**

- **Sleeping, resting with head on desk and/or with closed eyes.** If you are too tired or too bored to stay awake in class, then you should not be there. I will tell you to leave the room and will count the day as an unexcused absence.

- **Engaging your instructor in a dispute about a course policy and/or grade while class is in session.**

The best time to discuss a policy and/or grade is during your instructor's office hours. If your instructor does not have office hours that you can attend, then ask for an appointment, perhaps before or after class or at another time that works for both of you.

Keep in mind that it is not unusual to feel stressed by course work or policies and/or to feel badly about a grade. It is best, however, to **wait until you are calm to discuss in person or by email such matters with your instructor.** Your strong emotions will not excuse inappropriate behavior or tone, including anger, rudeness, or blame.

- **Interrupting a class discussion or a lecture to ask an off-topic question, particularly one that pertains to you alone** (for example, "Did I miss anything when I was absent last week?"). I want you all to feel free to ask questions, but please try to ask them at appropriate times in the class session, and if the question does apply only to you, ask it before or after class or call/email me.

*For other guidelines regarding classroom behavior, please review the excerpt from **CR's Student Code of Conduct** posted on the class My CR site.*

ENGLISH 150

SPRING 2013

**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=Course Packet

MC=My CR

**READINGS AND MATERIALS FROM MY CR MUST BE PRINTED AND BROUGHT TO CLASS.**

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

**WEEK 1**

**M 1/14** Expectations for ENGL 150. Introduction to the course and to one another

**W 1/16 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.

**Handout (emailed)** “It’s Not About How Smart You Are: The Get-Over-Yourself Concept of Learning”  
**Read this articles and be prepared to write about it and/or discuss it in class.**

Handouts on Figuring out your Grade & Attendance

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

**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.**

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

**WRITING CENTER OPENS!**

**M 1/21 MLK DAY HOLIDAY—NO CLASS**

**W 1/23**

Readings (My CR) College-Level English: Standards and Skills in Context

You will find about a half-dozen articles on My CR in Resources>College-Level English: Standards and Skills in Context. Print and read these articles carefully. Bring copies to class and be ready for **an in-class discussion** and/or activity based on the problems and questions they raise.

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

**ANNOUNCEMENT: LAST DAY TO DROP WITH A REFUND, FRIDAY JAN. 25  
LAST DAY TO DROP WITHOUT A “W”, SUNDAY JAN. 27**

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

**M 1/28**

**MC:** An Argument Worth Having,” Graff

**MC/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.**

**W 1/30**

**MC/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 Essays #1 The Thesis Support Essay, Example of Thesis-Support Essay 1; Sample Topic Selection Worksheet

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

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

**M 2/4**

**Thesis-Support #1 Topic Selection Worksheet Due You will receive feedback in class on your planning. If your topic planning is 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 Wednesday): the Planning Worksheet.

**MC/PKT:** The Reading Question Assignment handout

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

**W 2/6**

**Thesis-Support Essay #1 Planning Worksheet Due (on My CR). You will receive feedback in class on your planning. If your essay planning is 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 Monday): the First Draft

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**

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**WEEK 5: GR— CORRECTING FRAGMENTS**

**M 2/11**

**THESIS-SUPPORT ESSAY #1, DRAFT #1. (I will check them today in class). If your first draft is late more than one time, your essay grade will be permanently reduced by one grade point.**

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

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

**W 2/13**

**MC:** “The Screwed-Up Ideas Underpinning Modern Marriage,” Rodgers

**RQ 1:** Follow guidelines on Reading Question handout.

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

**MC /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.**

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

**M 2/18 PRESIDENTS DAY HOLIDAY—NO CLASS**

**W 2/22**

**THESIS-SUPPORT ESSAY #1, DRAFT #2. ESSAY MUST ALSO BE UPLOADED TO  
TURNITIN.COM. Check Late Paper Policy/Format for Final Drafts.**

Take-Home Quiz on Second Draft Format Due (If you turn in the essay on time, you have automatically taken the quiz).

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

**MC /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.

**MC:** “‘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)

**WEEK 7: GR—USING PRONOUNS: CASE AND REFERENCES (SUPPLEMENTAL EXERCISES IN COURSE PACKET)****M 2/25****MC: READINGS OF HUMBOLDT COUNTY HOMELESSNESS**

You will find MANY articles Humboldt County Homelessness on My CR in Resources>Essay 2 Readings. Print and read these articles carefully. Bring copies to class 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.

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

**W 2/27****UNIT TEST#2: GR MATERIAL FROM WEEKS 2-4. TURN IN WORKBOOKS AND COMPLETED SCORING SHEET FOR WEEKS 4-6**

**MC:** “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.

**WEEK 8: GR—MAINTAINING SUBJECT-VERB AGREEMENT****M 3/4**

**Thesis-Support #2 Topic Selection Worksheet Due (on My CR). You will receive feedback in class on your planning. If your topic planning is 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 Wednesday): the Planning Worksheet.

**MC:** “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)

**W 3/6**

**Thesis-Support Essay #2 Planning Worksheet Due. You will receive feedback in class on your planning. If your essay planning is 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 Monday): the First Draft

**MC/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.**

**MC 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

**SPRING BREAK**

**WEEK 9: GR—USING PRONOUNS: PRONOUN AGREEMENT; AVOIDING SHIFTS IN PERSON****M 3/18**

**THESIS-SUPPORT ESSAY #2, DRAFT #1. (I will check them today in class). If your first draft is late more than one time, your essay grade will be permanently reduced by one grade point.**

**MC:** “The Case for Working With Your Hands,” Matthew B. Crawford

**RQ 5:** Follow guidelines on Reading Question handout.

**In Class:** Midterm Attendance Check; handout on Figuring Out Your Own Grade  
(Note that the last date for a student-initiated drop is March 30)

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

**W 3/20**

**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.

**MC:** “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.**

**WEEK 10: GR—COMMA RULES****M 3/25**

**THESIS-SUPPORT ESSAY #2, DRAFT #2 ESSAY MUST ALSO BE UPLOADED TO TURNITIN.COM. Check Late Paper Policy/Format for Final Drafts.**

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

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

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

**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)

**W 3/27**

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

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

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

In Class Grammar Topic: Comma Rules (GR)

**ANNOUNCEMENT!**

**LAST DAY FOR AN INSTRUCTOR-INITIATED DROP: FRIDAY, March 29**

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

**WEEK 11: GR—COMMA RULES****M 4/1**

**Thesis-Support #3 Topic Selection Worksheet Due. You will receive feedback in class on your planning. If your topic planning is 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 Wednesday): the Planning Worksheet.

**INTRODUCTION TO THE COMPETENCY EXAM**

**PKT:** Competency Exam Handouts

**W 4/3**

**Thesis-Support Essay #1 Planning Worksheet Due (on My CR). You will receive feedback in class on your planning. If your essay planning is 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 Monday): the First Draft

In-class: Introduction to Take Home Reading Test 1 (Due in one week)

In Class Grammar Topic: Comma Rules (GR)

**WEEK 12: GR—SEMICOLON, COLON****M 4/8**

**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.

**MC:** Reading for Practice Competency Exam 1

**W 4/10**

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

**MC:** "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)

**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.**

**WEEK 13: GR—CONTRACTIONS AND POSSESSIVES (APOSTROPHES)****M 4/15**

**THESIS-SUPPORT ESSAY #3, DRAFT #2. ESSAY MUST ALSO BE UPLOADED TO TURNITIN.COM. Check Late Paper Policy/Format for Final Drafts.**

**PRACTICE COMPETENCY EXAM. Bring bluebook.**

**MC:** Readings for Practice Competency Exam 2. : Choose one issue to address in your essay

**W 4/17**

**THESIS-SUPPORT ESSAY #1: OPTIONAL THIRD DRAFT DUE**



**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.

In Class: Competency Exam Strategies

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

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

**M 4/22**

**ATTENTION!**

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

**PRACTICE COMPETENCY EXAM. Bring bluebook.**

MC: Readings for Practice Competency Exam 3. : Choose one issue to address in your essay

**W 4/24**

**THESIS-SUPPORT ESSAY #2: OPTIONAL THIRD DRAFT DUE**

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

In-Class: Competency Exam Scoring and Strategies

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**WEEK 15:**

**M 4/29**

**COMPETENCY EXAM. Bring Bluebook.**

**Reading: Essay handouts for competency exam**

**W 5/1**

**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; handout on Figuring Out Your Own Grade

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**FINAL EXAM WEEK: May 6-10**

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

**FINAL DAY/TIME:**

**2:50 Class M 5/6 3:15**

**1:15 Class W 5/8 1:00**

**THESIS-SUPPORT ESSAY #3: OPTIONAL THIRD DRAFT DUE**

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

MC: "We Are Only Human and None of Us Are Made to Run Like Machines," Dalton

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

**I WILL POST GRADES ON MY CR BY 5/17 AT 6 pm.  
DON'T FORGET TO CHECK WEB ADVISOR (VIA THE CR WEBSITE)  
FOR YOUR OFFICIAL GRADE REPORT!**