

Syllabus for: English 150	
Semester & Year:	Summer 2013
Course ID and Section Number:	English 150—E3628
Number of Credits/Units:	3.5
Day/Time:	MTWTh 11:00-12:30
Location:	Student Services/Administration Building 121
Instructor's Name:	Dr. Sean Herrera-Thomas
Contact Information:	Office location and hours: FM 200C, by apt. Phone: (707) 476-4100 X4987 Email: sean-herrerathomas@redwoods.edu
Course Description: 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.	
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.	

Required Texts	Atwan, Robert. <i>America Now</i> (10 th ed) Casagrande, June. <i>It was the best of sentences, it was the worst of sentences</i> A good writing handbook, such as the <i>Bedford Handbook</i> A collegiate dictionary
Required Materials	A notebook for your reading and writing journal. A binder to keep all of the course materials in one place.
Turnitin.com	The English Department requires all English 1A students to submit their essays to Turnitin.com, which scans them for previously written or published material. Please note that I will review all apparent cases of academic dishonesty with the student and, if necessary, the appropriate administrative officials. Using another person's written work or ideas without proper attribution will result in a failing grade on the assignment and, possibly, an F in the course and academic probation.
Extra Credit	The English Department at College of the Redwoods mandates that no "extra credit" be awarded in English courses. If you are concerned about maximizing your points earned this semester, I heartily encourage you to give your best effort in each assignment and to be willing to revise your essays in response to feedback from your peers and instructor (and tutors in the Writing Center if you are enrolled in English 52). I will allow one revision of each essay to count for up to 85% of the assignment's point value (in lieu of the points earned on the first submission).
Classroom Conduct	The content of our reading assignments and class discussions will involve a variety of important and compelling personal and social issues that are inherently mature in their subject matter and that resonate deeply with individuals in our class. Please be aware that this course examines adult human experiences through the lens of academic discourse. Also, please remember to treat your classmates and instructor in a courteous, sensitive, and respectful manner. Any student who violates CR's Code of Student Conduct will be sanctioned in accordance with school guidelines. Please note that "texting" or other inappropriate electronic activities during class will result in your being temporarily suspended from class and referred to campus disciplinary authorities. Please turn off cell phones before entering the class.
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. Class attendance policies All work is due on the date specified on the syllabus or assignment sheet. If you are absent from class on the due date, late papers will be accepted without penalty only if the absence is excused. Likewise, missed quizzes, tests, and in-class assignments may be made up only if the absence is excused or due to an emergency. Excused absences require written medical, legal, or athletic documentation. In the event that you do miss class, you are responsible for checking with your classmates to determine what concepts, issues and material I discussed during your absence. Please note that a significant proportion of the course content will only be

	available in class lectures, presentation and discussions, and that your knowledge of this material will be assessed throughout the semester.
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Writing

You will complete several argumentative essays this summer. Three of them will be formal papers that you work on through a series of drafts and revisions; three of them will be in-class, timed papers, including the final competency exam essay at the end of the term.

The college-preparatory expectations of your writing in this class may differ somewhat from your previous English courses. In this class, I will ask you to begin by asking questions about your topic, questions that poke at the crux of a problem or concern that you find to be important, questions that will generate debate and disagreement about particular aspects of an issue that is worth discussing at the college level. We will refer to these as “questions at issue” and use them to generate your arguments and inspire your thesis statements in your essays this term. In some cases, the process of developing a question at issue will take place long before any drafting of the essay is underway; at other times, the question at issue will only become apparent while the first draft is unfolding. In either case, you will come to see the value of asking questions as a necessary step in developing argumentative essays that are worth writing and reading. The combination of responding to particular questions at issue and juxtaposing one’s ideas with those of other writers will be essential to your own writing in this class, for as you will see when reviewing the course learning outcomes, these are the foundations of college-level argumentative writing.

Each of your out-of-class essays will follow a three-part a process of development. You will first be required to write a discovery draft in which you explore the various questions, problems, or issues emerge from our reading and discussion of a particular subject. The second draft phase will ask you to construct an argumentative essay that deals with one central line of inquiry or analysis that develops from your process of discovery so that you, as a writer, can put down on paper the ideas that you are working with. The third step in the writing process—the one that will produce the final draft—will ask you to take care of the reader’s needs by revising your previous draft with a clear sense of purpose, audience, and argument. At the beginning of this third step, you will be required to complete a writing conference in the Writing Center to help you develop a plan for revision.

In addition to your essays, you will be required to maintain a journal that records your responses to the reading assignments and keeps track of your questions and observations about course material. Also, your journal will be dedicated to practicing the writing fundamentals that we will be reading about in Casagrande’s book.

Reading

We will be reading Robert Atwan’s *America Now*, June Cassagrande’s *It was the best of sentences, it was the worst of sentences*, and a few articles that I will post on MyCR as the term progresses. Our reading schedule is listed below, but I would like to emphasize that each week’s reading in *America Now* needs to be completed before that Monday. In other words, you need to read the section before the week that we will work with it in class. During the week, we will

engage in activities that will require you to read the material again, possibly several times. Learning the value of carefully *rereading* is an essential aspect of this course.

As the semester progresses, so too will your ability to critically evaluate what you read for class. It is important to practice active and strategic reading when preparing for class. By active reading, I mean approaching the text with the intention of breaking it down into its various parts. Underlining key terms, commenting in the margins next to important points, and striving to understand not only the author's message but also her purpose are all essential techniques of active reading. Strategic reading, on the other hand, attempts to evaluate the rhetorical maneuvers in a text, as well how well it uses credible and compelling support and acceptable forms of reasoning in unfolding its argument. This approach to texts seeks to understand the strategies that writers deploy in trying to accomplish the goal of moving readers closer to accepting their ideas. Why does the author use this kind of example to support her claim? What is he trying to appeal to in the reader, a sense of fear, pity, or responsibility? Does this particular argument have a broader purpose than this single article suggests? These are basic questions you can ask about a writer's strategies. Ultimately, also, reading actively and strategically will allow you to critically analyze arguments presented to you and thereby help you develop your own strategies for effectively embracing or refuting the claims made by others.

Participation

This is a writing and reading workshop, and as such it will require your consistent engagement and participation. If expect to sit passively in class and not take an active role in our collaborative work and plan on putting most of your effort into just "showing up," then this particular section of English 150 will not suit your desires. If you feel less academically ready, or if you are less comfortable with the study of English at this point in your life, please do not be concerned about being actively engaged in class. As your instructor, I am interested in what you are capable of doing and learning in this class from this point forward, not what you have not done or cannot do in English as of yet. I also ask that we approach one another with a similar mindset. We all have different strengths and varied experiences, perspectives, and identities to draw from in making our work together stimulating and worthwhile.

Writing Center

You are required to complete 22.5 hours of study in the Writing Center this summer, and this work will count for 10% percent of your overall grade. In order to receive credit for this component of the course, you are required to complete no less than one conference with Writing Center staff on each of the three out-of-class essays. For the most part, I expect you to spend your Writing Center time rereading *America Now*, practicing the mechanical skills covered in Casagrande's book, drafting your essays, and writing journal notes.

Grading

Essay 1	15%	Competency Exam	20%
Essay 2	15%	Writing Center	10%
Essay 3	20%	Participation	10%
Journal	10%		

Schedule of activities and assignments

The table below indicates the major assignment due dates, reading schedule, and the primary topics or activities for each class session.

	In class	<i>America Now</i>	<i>It was the best</i>
6/17	Introduction to the class		
6/18	Writing Center orientation		
6/19	Argument, inquiry, questions at issue		
6/20	In-class writing sample	pp. 1-45	
6/24	Group work for Essay #1	pp. 185-214	
6/25	Class discussion		pp. 1-35
6/26	Discovery draft Essay #1 due		
6/27	Sample essay review		
7/1	Class discussion	pp. 117-142	
7/2	Second draft of Essay #1 due		pp. 36-60
7/3	Class discussion		
7/4	Holiday		
7/8	Group work on Essay #1	pp. 143-165	
7/9	Class discussion		pp. 61-89
7/10	Final draft Essay #1 due		
7/11	Group work on Essay #2		
7/15	Discovery draft Essay #2 due	pp. 265- 297	
7/16	Sample essay review		pp. 90-106
7/17	Class discussion		
7/18	Second draft Essay #2 due		pp. 107-124
7/22	Competency Exam practice	pp. 321-357	
7/23	Sample essay review		pp. 125-133
7/24	Final draft Essay #2 due		
7/25	Group work Essay #3		pp. 134-163
7/29	Discovery draft of Essay #3 due	pp. 299-320	
7/30	Competency Exam practice		
7/31	Second draft of Essay #3 due		pp. 167-207
8/1	Class discussion		
8/5	Competency Exam	pp. 215-239	
8/6	Final draft of Essay #3 due		
8/7	Class discussion		
8/8	Class discussion		

**Please note that the schedule of activities may be subject to change at the instructor's discretion; however, the reading assignments and due dates are fixed. Even if class is cancelled or the activities are rescheduled, please complete all reading and writing assignments by the due dates indicated above.