

**Syllabus for:**

**ENGLISH 150: Pre-Collegiate Reading and Writing**

<b>Semester &amp; Year:</b>	Summer 2013
<b>Course ID and Section</b>	English 150-D3671 (033671)
<b>Number of Credits/Units:</b>	3.5
<b>Day/Time/Location:</b>	<b>LECTURE:</b> M-TH 9-10:35 a.m. <b>DM 29</b> <b>LAB:</b> T/TH 10:45 a.m.-12:20 p.m. <b>DM 2</b>
<b>Instructor's Name:</b>	Chrystal Helton
<b>Contact Information:</b>	<i>Office hours:</i> After class M/W <i>Phone:</i> (717) 725-6075 <i>Email:</i> chrystal-helton@redwoods.edu

**Course Description:**

English 150 is a course designed to support you in the continual development of your critical reading, writing, and thinking skills, emphasizing basic argumentation. You will 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 you will receive individualized instruction in critical reading, the conventions of standard written English, and all the stages of the writing process.

**Student Learning Outcomes (as described in course outline) :**

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 accommodations document to me as promptly as possible so that necessary arrangements can 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.

**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.



## Boozhoo! Hello, good to see you!

*"Society is like this card game here, cousin. We got dealt our hand before we were even born, and as we grow we have to play as best we can."--Louise Erdrich, Love Medicine*

### What You Will Need

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- *Real Essays*, 4<sup>th</sup> edition. Susan Anker. New York: Bedford/St. Martin's, 2012

*Please also bring the following to class each day:*

- ✓ 3-ring binder to help keep your class materials organized
- ✓ Notebook for notes
- ✓ A good dictionary
- ✓ Jump drive/memory stick
- ✓ Something to write with
- ✓ Your energy!

### How You Will Be Graded

Reading Responses & Homework	20%
Class work & Participation	15%
Compositions/Essays	30%
Grammar Assessments	15%
Portfolio	20%

#### ***Grading:***

A (100-93%)	A- (92-90%)
B+ (89-87%)	B (86-83%)    B- (82-80%)
C+ (79-77%)	C (76-70%)
D (69-60%)	

**Note: There are no extra credit options.**

## What You Will Be Doing

### *Reading Responses and Homework*

Learning to communicate effectively in a variety of situations requires us to practice these skills by reading the writings of professional writers (those who have been published). This type of reading practice allows us to be better prepared to “join the conversations” in college, the field of study about which we are passionate, work, and other parts of our lives. You will be required to write critical responses (that will need to be turned in) to college-level readings throughout the semester. Many of these responses will also guide classroom discussions and your own research. Be prepared to spend more time reading than writing in this course.

In addition, you will be completing guided writings and written reflections, community research, grammar practice, and other types of homework that are intended to give you the practice needed to feel confident in your reading, writing, and thinking skills.

### *Class work and Participation*

Much of our class time will be spent on activities, discussions, and modeling different thinking, reading, and writing strategies. Some activities will require you to complete class work and to participate in ongoing conversations about our literacy skills. While there are some things we can learn alone, there are valuable learning opportunities that only happen with others. Learning is a collaborative process—it happens through interaction. Thus, your participation and involvement in class is critical to developing an effective learning environment. Each day I will check the homework from the previous class, and you will receive five points if you have come to class on time, have your homework complete, and are prepared. These are points that *cannot* be made up if you are absent. Your ideas, opinions, and voices are valued. Please speak up and be an active member of our classroom community!

### *Essays and Community Research*

By the end of the semester you will have completed three essays. We will start with (1) Descriptive Reflection: On Home, which will include a mixture of storytelling, descriptive, and reflective writing [writing about and for the self], moving into writing arguments with a (2) problem essay and a (3) problem-solution essay [writing about and for others]. Each essay will be assessed with a detailed rubric that will be given to you and discussed before you turn in your final drafts. Two of these essays will require you to complete community research by interviewing and working with community members and a local agency/organization to better understand the issues about which you'll be writing. Please be prepared to spend *at least two class sessions* at a local agency/organization and conversing with other community members about current problems we face here in Del Norte County.

### *Peer Review*

One of the elements I find fundamental in developing our skills as readers, writers, thinkers (learners) is collaboration with others, whether it be our relations, friends, co-workers, etc. Be prepared to do this in our class. We will dedicate at least four Writing Lab sessions to Peer Reviews so that each of you has a chance to help another on your journeys as writers. Please be prepared to turn in your completed drafts during these sessions. A **completed draft** is one that you would be willing to turn in—it is complete. [These drafts are worth 20% of your final essay grades.] During this time, you will provide your classmates with support, praise, and productive criticism. But always remember that this is not meant to be a time to find fault or harp on a writer's struggles; rather it is a time to be honest with yourselves and each other so that all of us may cultivate our writing skills and confidence.

### *Grammar and Punctuation Practice & Assessments*

Throughout the semester we will dedicate class time and homework to learning and practicing grammar skills, punctuation rules, and other important elements of effective

writing. I will not collect and “grade” your class work or homework in these areas. However, part of coming to class prepared and earning five points is having your homework complete. Also, it is in your best interest to complete these practices, for how else are you going to learn except by doing? **Do be mindful that there are five different grammar/punctuation-based assessments during the semester.**

### ***Portfolio***

At the end of the semester, you will be asked to compile a writing portfolio and reflect and evaluate your development as a reader, writer, and thinker during our semester together. You will be given further instructions with discussion during week five (mid-July). **But be sure to keep all of your work, drafts, peer reviews, and revisions for each of the three major writing assignments.**

## **Other Procedures and Policies**

### **MLA Format:**

All major writing assignments, including essays and letters, should be typed and in MLA (Modern Language Association) format, which we will discuss and practice together. You will receive a handout that will guide you and provide you with links to on-line sources that can help you with MLA style.

### **A Healthy Learning Environment:**

### Missed Work:

I truly believe that in order to learn we must build relationships and share our knowledge with one another. Thus, being successful in this class requires that you come to class on time, prepared, and ready to actively participate in discussions and class work. If you do need to miss class, please contact me as soon as you can. I also recommend finding someone in class to exchange phone numbers or emails with so that both of you have someone to rely on when needing class notes or assignments.

Reading Responses and major essays may be made up **if** the absence is **excused** and/or **if previous arrangements** were made with me. I am a reasonable woman who only wants the best for her students; so please contact me if you cannot make it to class—for whatever reason.

“If stories come to you, care for them. And learn to give them away where they are needed. Sometimes a person needs a story more than food to stay alive.”

—Barry Lopez, in *Crow and Weasel*

*The policies and procedures outlined in this syllabus are subject to change.*

