

| Syllabus for: English 150 | |
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| Semester & Year: | Fall 2013 |
| Course ID and Section Number: | Eng150 E4041 |
| Number of Credits/Units: | 3.5 |
| Day/Time: Location: | MW 10:05-11:30 SC 202 |
| Instructor's Name: | Jay Scrivner |
| Contact Information: | Office location and hours: : HU 113 M 11:40-1:05, T 10:05-11:30, TH 10:05-11:00, 1:15-2:40 Writing Center: Th 11:40-1:05 Email: jay-scrivner@redwoods.edu |
| Course Description (catalog description as described in course outline): 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: | |
| <ol style="list-style-type: none"> 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.

If you listen to the speech of people in public office, you'll be impressed by how easy it is to become fluent by simply repeating formulas that are supplied for you, where speech is semi-automatic. But articulateness means developing your own rhythm of speech and speaking in your own voice, and that takes independence and not a little courage. So the skill is not purely technical: it's partly moral as well.

--Northrop Frye

Required Texts and Materials

- Bedford Handbook* 8th Edition
- English 150* Course Packet. Available only at the CR bookstore.
- The Glass Castle* by Jeanette Walls, ISBN 978-0743247542
- Opening Skinner' Box* by Lauren Slater, ISBN 978-0393326550
- 3 Ring Binder, paper, pen
- Manila File Folder (to turn in written work)

Course Prerequisite

English 350 (or equivalent) with a "C" grade or better OR assessment recommendation for English 150. Be prepared to provide proof of eligibility if requested.

Student Learning Outcomes

- 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 drafting.
- Apply basic grammar and punctuation rules, particularly those that address sentence boundaries.

Overview

English 150 is a 3 unit class with 3 components: **reading**, **writing**, and **grammar**. In the class you learn as a writer how to prove points, not how to tell a story. A good deal of emphasis in this class will be given to reading, developing reading skills and discussing what you've read. Focusing on the reading will help you with the writing.

English 150 also has a **corequisite class, English 150L**. English 150 includes a .5 unit lab component that provides English 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 for the first week of classes. In addition to the

required hours, to receive credit for the lab portion of English 150 (10% of the total grade), students need to stay up-to-date on work in the grammar text and participate in at least three tutorials in the Writing Center over the course of the semester.

One key to successfully completing English 150 is doing homework; however, how you do the work is as important as what you do. **Many students who fail the class or drop the class do so because they fall behind in their work.** Since the class is designed to emphasize the process of writing, I suggest you think about homework as a process. Much of the work assigned is best done in a series of sittings. **Plan to do homework 5 days a week for the class.** Don't save all of your work to do until the night before it's due. It also helps to ask questions.

CHARACTERISTICS OF STUDENTS WHO EXCEL IN ENGLISH 150

They know how to reach their instructor (in her office and the Writing Center or via 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.

Grading

- 40% **Essays:** Prewriting assignments, first drafts, Writing Center conferences, second drafts, and final drafts contribute to this grading category.
- 20% **Reading:** assignments, journals, and tests
- 20% **Portfolio**
- 10% **Grammar and Punctuation:** Mechanical corrections on essays and unit tests.
- 10% **Writing Center:** Pass/Fail based on the following:
 - 22.5 hours of Writing Center attendance
 - 4 Writing Center conferences
 - Completion of workbook exercises (to be completed as assigned)

Campus Resources

Academic Support Center (ASC): The ASC provides individual and group tutoring, workshops, and computers.

Technical Assistance and Access: Computers, printers, scanners, and Internet are available in the Academic Support Center and other locations within the Learning Resource Center, Writing Center, and several labs on the Eureka campus. For assistance with MyCR or WebAdvisor, call Information Technology Services at 476-4160.

Students with Disabilities Special Accommodations: I can allow special accommodations such as extra time on tests, quizzes, and exams only if you have a documented disability with DSPS. If you know you need special accommodations or if you think you may qualify for special accommodations, please contact Disabled Students Programs and Services (DSPS). **Special accommodations may take weeks to process,** so contact DSPS this week. They are located in the new Administration building Room 113 and can be reached by calling 476-4280.

Help with English 150

Help in English 150 can be obtained from five sources:

- 1) **Me.** As the instructor, I am here to help. Ask questions in class and meet with me in the WC.
- 2) **The Writing Center.** Peer tutors are available to respond to your writing and to help you plan, organize, develop, rethink, and revise your writing. Instructors are available to assist you with grammar, mechanics, punctuation, and writing in general.

- 3) **The Academic Support Center (ASC)** located in the back corner of the Learning Resource Center (LRC). The ASC provides tutors free of charge (appointments are required).
- 4) **Your classmates.** The students in this class can be a support system for you. Form a study group. It will help you learn the material covered in the course and will provide motivation when your resolve falters.
- 5) In addition, **EOPS and DSPS** can also provide tutors.

Course Policies

Attendance— 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 (for Fall 2013, this date is _____), 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. Arriving late or leaving early will count as 1/3 of an absence. Excused absences require documentation.

Conduct—Please show and practice respect for yourself, your classmates and the instructor at all times. Use academic language, participate, and do the work necessary to enjoy the challenges class offers. I will touch base with you individually if your behavior is counterproductive. Serious misconduct may result in suspension from the class. See the College of the Redwoods catalog for the complete policy on student conduct.

Late Work -- All work needs to be handed in during the class on the date due. You are allowed 1 late paper but must communicate with me about it. All planning work for essays and first drafts must be done on time – no late work allowed for them. All tests must be taken on the day given. If you make up a test or a quiz, your grade will be lowered 10%. If you have an excused absence on the day work is due, you must make arrangements with me to make up the missing work in a timely manner, generally by the end of the next class meeting.

Revisions and Rewrites Two drafts—thoroughly revised—are required for each formal essay. **I must approve topic and planning worksheets before a student proceeds with the first draft. Although I will check that you have completed a first draft on the date it is due, I will not read it thoroughly or respond with written comments unless you meet with me during my Writing Center hours. Instead, you will plan your next revision with help from a tutor or instructor in the Writing Center. I will comment on second drafts and grade them.** First drafts with proof of a conference must be included with all second drafts submitted for a grade. **If an early draft has been skipped or has not been thoroughly revised or if you have not had a Writing Center conference before revising, I will not accept the final draft and it will be considered late if not turned in on the due date.**

Within one week of receiving your graded essay, you may rewrite the essay one time for a possible grade increase. To rewrite, consider my feedback, have a second Writing Center conference, rewrite the essay, attach the graded draft with the rubric, and resubmit it for reevaluation. Although rewrites are optional, they are highly recommended for students who are not receiving passing grades on the second drafts and for those who wish to excel in the course. Third drafts (rewrites) must follow an assigned procedure, which will be discussed in the first month of the class.

You may also rewrite 3 reading responses for a higher grade. The rewrite is due one week after your original assignment has been handed back to you.

Plagiarism -- No essay which contains plagiarism—no matter how small the 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 required to submit their essay to turnitin.com. See instructions below.

Grading Policy – Students will receive a letter grade. C/ 73% is the lowest passing grade. The grading scale – 94-100 is an A, 90-93 is an A-, 89-87 is a B+, 86-84 is a B, 83-80 is a B-, 79-77 is a C+, 77-73 is a C, 72-60 is a D, and below 60 is an F.

Contacting Me – All of my contact information appears on the first page of the syllabus. Please arrange to see me during my lab hours or feel free to set up an appointment. You can talk to me after class or email me.

Instructor's Personal Note:

Please know that I love teaching. I am especially happy to teach this particular class because of the reading we will do and the thinking that will occur because of the reading. I have taught a wide variety of students, from International Baccalaureate candidates to students in Juvenile Hall. Creating real, often personal interest in the class was one of the main factors in student success, and this class, I hope, will help you create interest enough to overcome frustrations that challenging work creates. At CR, I have taught English 350, 150, 1A and 1B. The reading and writing you will do this semester will prepare you to move on. When I haven't been able to teach, I've worked on a fishing boat, at a coffee shop, in a warehouse, and as a full-time gardener. I graduated from Denver University with a BA in English and minors in Art and Italian. Then I spent two years at the University of Washington where I received an MFA in creative writing. I moved to Humboldt County so that my lovely wife Sunni could go to the Dell'Arte School of Physical Theatre. We have adopted 2 children, both from China. Luan is 9 and August is 8. It is amazing to see them grow and change. It is also amazing to see how students grow and change, hence my happiness about life in general and about teaching in particular.

