

Syllabus for: (name of class) English 350	
Semester & Year:	Fall 20013
Course ID and Section Number:	Eng350 E4053
Number of Credits/Units:	
Day/Time:	M,T,W,Th 8:30-9:55
Location:	Hum106
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 pre-collegiate, competency-based course emphasizing the acquisition and integration of basic academic reading and writing skills. Students develop reading strategies necessary for simple academic reading and write extended formal paragraphs and basic expository essays. The lab component of the course is scheduled in the Writing Center/Lab, where students practice basic reading and writing skills and receive essential tutorial support in reading strategies, in writing, and in sentence skills.	
Student Learning Outcomes (as described in course outline) :	
<ol style="list-style-type: none"> 1. Identify the main idea and its major and minor support in simple academic articles. 2. Recognize that writing involves many steps, which include generation of ideas, organization of information, development of general and specific support, revision, and editing. 3. Generate and organize general and specific support derived from personal experiences to develop a point in a paragraph and in a basic essay. 4. Formulate and support a thesis in a unified, coherent, and well-developed basic expository essay. 5. Apply basic grammar, usage, and punctuation rules in writing with special attention paid to sentence boundaries. 6. Employ the Writing Center/Lab to enhance and to support basic academic behavior and habits necessary for college success. 	
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.

English 350 Syllabus Scrivner

I learned this, at least, by my experiment! That as one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with success unexpected in common hours. He will put some things behind, will pass an invisible boundary; new, universal, and more liberal laws will begin to establish themselves around and within him; or the old laws will be expanded, and interpreted in his favor in a more liberal sense, and he will live with the license of a higher order of beings.

Henry David Thoreau

Required Texts & Materials:

EB – *English Brushup*, 5th edition, John Langan

English 350 class packet (sold in CR bookstore)

Alchemist – *The Alchemist*, Paulo Coelho – Isbn: 978-0061122415

NA – *The Nurture Assumption*, Judith Rich Harris – Isbn: 978-1439101650

3 Ring notebook

Journal/Composition book (for low-stakes writing)

2 100-item scantron

6 Green books (for competency exam)

Essential Question: Why do people turn out the way they do?

Much of what we read this semester will help us examine why some people can persevere despite the challenges of life while others have real difficulty moving beyond the hardships they experience. Paulo Coelho creates a fictional journey about Santiago, a young man who develops his intuition and understanding of the language of the world in order to move through life. In *The Nurture Assumption*, Judith Rich Harris argues that a person's peer group has a greater impact on the person than the home/family life. Regardless of the arguments and different points of views we develop over the semester, the goal is to provide as many ways as possible to help you connect to the class material so that you can improve your reading and writing skills and be confident, independent thinkers.

Student Learning Outcomes

1. Identify the main idea and its major and minor support in simple academic articles.
2. Recognize that writing involves many steps, which include generation of ideas, organization of information, development of general and specific support, revision, and editing.
3. Generate and organize general and specific support derived from personal experiences to develop a point in a paragraph and in a basic essay.
4. Formulate and support a thesis in a unified, coherent, and well-developed basic expository essay.
5. Apply basic grammar, usage, and punctuation rules in writing with special attention paid to sentence boundaries.

6. Employ the Writing Center/Lab to enhance and to support basic academic behavior and habits necessary for college success.

Overview:

English 350 is a six-unit class that is divided into 3 parts: **reading, writing, and lab** (Engl 350L). It will require much of your time: 5 hours in class a week, 3 lab hours a week, and several hours of homework a week. Emphasis in the class is given to process and sequence. You follow steps to becoming an effective writer and reader. Following those steps creates most of the work, but it is work that varies in scope and intensity. The variety should help keep things interesting. Think of working out to train for something like a bicycle race or to recover from surgery. You do a lot of repetitive, strength building exercises, but you find out how nice it is to notice the improvement in speed and endurance. In this class the work you do will help you develop the academic and study skills necessary to succeed not only in this class but in other classes you will take as you progress towards your degree.

Reading (40 % of Grade)

By becoming an active reader, you become a better writer. An active reader knows what is being said and discovers the methods used to say what there is to say.

Assignments:

Reading Responses

Reading Skills Quizzes (These help you identify methods)

Reading Workshops (These help you clarify understanding)

DRP = 10% of reading grade, pass/fail

You will also take a Degrees of Reading Power Test twice, once at the beginning of the semester and once at the end. You need to score 70 or higher to pass the class. The students who do their work improve their scores on this test.

Writing (60% of Grade)

As you develop your writing skills, you will be more interested in reading because you will be looking at what you read from different perspectives. In a sense you will read to help yourself become a better writer.

Assignments:

3 Extended Paragraphs (1 page in length)

2 Essays (3 pages in length)

Writing Skills Quizzes

2 Practice Competency Exams (4 paragraph essays)

Final Competency Exam (15% of writing Grade)

Writing Center (10% of writing grade)

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 on the Eureka campus in building T-20 behind the bookstore and can be reached by calling 476-4280.

Help with English 350

Help in English 350 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. For example, if a class meets four times a week, students should not exceed 8 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.

Lab Attendance -- Regular Writing Center attendance (Three hours/week in the writing center are required. A semester's total of 42 hours in the Writing Center is required to receive credit in English 350. Completion of all assignments on time. Participation in class activities (Participation is a key to life)

Rewrites – You may rewrite any of your papers or paragraphs for a higher grade. The rewrite is due one week after your original assignment has been handed back to you.

Plagiarism -- You fail the course if I discover that you have copied another's work. Please know that whatever you can get down on paper by yourself in your own words infinitely exceeds anything that you can copy.

Draft Evaluations --For each paper and paragraph assigned you will be given a peer tutor evaluation form. You will be required to go over a typed, rough draft version of your paper or paragraph with a tutor or teacher at the writing center, using the form as a guide. You will then use the comments to correct the paper or paragraph. If you do not turn in a rough draft and a completed evaluation form with your final paragraph or paper, the highest grade you will receive on the assignment is a C.

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. Please note grade breakdown above. To pass from English 350 to English 150, a grade of 73% C is required.

Contacting Me – All of my contact information appears on the first page of the syllabus. 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.

When Valerie Bettis first got into the movies, someone interviewed her, asked her how it felt to be successful. She said, "What do you mean? I've always been a success."

--John Cage, *A Year From Monday*

