

Syllabus for: English 150 Precollegiate Reading/Writing

Semester & Year:	Fall 2013
Course ID and Section Number:	E 4042
Number of Credits/Units:	3.5
Day/Time:	MW 11:40-1:05
Location:	SS 109
Instructor's Name:	Elizabeth Carlyle
Contact Information:	Office location and hours: TBD Phone: 707 498 9321 Email: elizabeth-carlyle@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 (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.

English 150 (E4042) Precollegiate Reading/Writing

Fall 2013 MW 11:40-1:05 in SS 109

Instructor: Elizabeth Carlyle

Contact: elizabeth-carlyle@redwoods.edu

Office hours: TBD

Required Texts and Course Materials:

English 150: Precollegiate Reading and Writing Course Packet. Available only at the CR bookstore
Hacker, Diane, and Nancy Sommers. *The Bedford Handbook*. 8th ed. Boston: Bedford/
St Martin's, 2010.

Graff, Birkenstein and Durst. *They Say I Say*. 2nd ed. New York: Norton, 2012.

A college dictionary and a thesaurus.

Readings on MyCR

A composition notebook

3 manila file folders (tabbed, 8.5" x 11")

1 large three-ring binder with dividers and lined paper (8.5" x 11")

Registration with *Turnitin.com* (an anti-plagiarism database on the web)

Daily access to the Internet, word processing and printing

Flash storage device or access to Cloud storage (Google Drive/Drop box)

Pen, pencil, highlighters, and a stapler.

SAVE ALL BOOKSTORE RECEIPTS until you are sure that you purchased the correct texts and materials.

Prerequisites: Satisfactory completion of English 350 (or equivalent) with a C or better, or assessment recommendation for English 150.

Course Corequisite: English 150 includes a .5 unit lab component in the Writing Center (22.5 hours)

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

Course Goals: This is a 3.5 unit course that will focus on reading, critical thinking, and writing about arguments. That means we will be reading especially carefully, analyzing what we read with critical minds, searching for the best, most productive questions, and writing about what we discover in the process. As we work through the semester, we will strive to develop skills that should help you in future reading and inquiry. The skills you hone and habits of mind you gain in this course should also be particularly useful as you continue here at College of the Redwoods and in your future education. By the end of the term, if you have actively participated in the work we do together, you will know what it means to hold a reasoned opinion about an issue, and whether that opinion is based on reasoned belief, emotional appeal, authority, or something else. You will also be familiar with the writing process and be more comfortable applying basic grammar and punctuation rules.

The lab co-requisite 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 in the first week of classes. In addition to the required hours (22.5), to receive credit for the lab portion of English 150 (10% of the total grade), students need to participate in at least three conferences in the Writing Center over the course of the semester.

Student Learning Outcomes:

By the end of the semester, you should be able to~

- 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.

Evaluations:

1. Summative project, which constitutes 20% of the final course grade.
2. Three formal essays (of at least 800 words each)
3. Reading Responses (informal and formal)
4. Grammar quizzes

The Assignments: Please pay close attention to the Course Calendar in order to keep track of when readings should be done and when the writing is due. **Note: All reading assignments must be done before the start of the class listed. All writing assignments are due at the beginning of class on the day listed.** Be sure to come to class prepared for discussion. **Do not expect to pass this class without handing in all writing assignments.**

Basic Student Responsibilities:

- **Regular class attendance.** See below.
- **Regular Writing Center attendance.** Minimum 22.5 hours (**1.5 hours per week**) to pass this class. See below.
- **Completion of all assignments on time.**
- **Productive participation in classroom activities.**
- **Check your student email account and MyCR daily.**
- **Commitment to out-of-class studying:** According to the *Program and Course Approval Handbook* from the California Community College System Office, "As a matter of standard higher education practice..., 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 ('homework')." In other words, prepare to spend at least 6 hours writing, reading, and studying outside of class each week.

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. To keep track of your attendance, record your attendance on your Personal Attendance Record sheet each day.

Five (5) absences will result in an F in the course.

Arriving late or leaving early are partial absences and count as 1/3 of an absence (3 partial absences equal 1 absence).

Please see me immediately if you miss two (2) classes. Absences and partial absences should be used to accommodate special circumstances only. If you must miss a class meeting, bring signed medical or legal

documentation to the next class meeting. In addition, you are responsible for getting the assignments from another student and picking up any missed handouts from me before the next class meeting. If you arrive late, you must see me after class to inform me of your arrival. **If you miss 25 minutes of class (30% of a class meeting), you have missed too much information to be considered “in attendance,” and the tardy or early departure will count as a full absence.**

The last day for a student-initiated drop with a refund is: 9/06/13.

The last day for a student-initiated drop without a Withdrawal on your transcript: 9/08/13.

The last day for a student-initiated drop or an instructor-initiated drop (due to excessive absences and/or missed work) is: 11/09/13.

Note: Before I disqualify anyone, I will try to speak with the student, providing I am able to reach him or her in class. However, do not assume that if your attendance is poor, I have or will disqualify you; you must check with me before 10th week of class. After that date, I cannot drop you. If you stop attending class without officially dropping or being disqualified, you will receive an F in English 150.

Writing Center Attendance

Students are required to spend at least 22.5 hours in the Writing Center (WC) over the course of the semester. The most important step guaranteeing your success in English 150 is regularly attending the WC. English 150 is a very demanding class; the WC provides help in all areas of English and a disciplined learning environment. Instructors, peer tutors, computer experts, fellow students, computers, printers, reference books, and textbooks are all available for you in the WC. Make it a part of your regular, daily routine.

Drop Policy and Withdrawals

Instructors shall clear their rolls of inactive students not later than 11/09/13, the end of the tenth week of the semester. Inactive students include:

- A. Students identified as no-shows
- B. Students who officially withdraw
- C. Students who are no longer participating in the courses and are therefore dropped by the instructor
- D. Students with excessive absences as defined by the instructor in the syllabus for the course

While an instructor may drop a student for excessive absences, it is the student's responsibility to officially withdraw from a class. Instructor approval is not required to withdraw from classes. Students must drop their classes by the appropriate deadline date through WebAdvisor. Withdrawals, or drops, are authorized through the last day of the tenth week of instruction.

Students who are “inactive” without officially withdrawing from the course will receive an “F” on their academic record.

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”. 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. Financial aid may be affected after two attempts. 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 should commit themselves from the beginning of the semester to the considerable work load required to pass English 150 or drop the course within the first few of weeks. If you have registered for this course before and withdrawn or not passed, it is especially important that you understand these new regulations. If you have enrolled in the class, but your life is complicated with a heavy course load, a heavy work load, demanding family responsibilities, or demanding extra-curricular activities (like being a student athlete), then you should think carefully about how you will manage the work load and the time commitment while you still have the option to drop..

Late Exam and Make-Up Test Policy

All tests, quizzes, and exams must be taken on the day they are given. If you are absent, it is your responsibility to contact me and make up the quiz within 1 week of the original test date. If you do not make up the quiz within one week, your score will be zero. Students who perform poorly on any of the 10 grammar quizzes can retake but this must happen within one week of the first attempt.

Late Paper and Assignment Policy

All work should be ready to turn in at the beginning of class on the day it is due. Absence is not an excuse for turning in late work. By the second week of the semester, each student will receive two coupons, each good for one “free” late assignment. One will allow you to submit a reading journal 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 will be graded and returned later than papers turned in on time. USE YOUR LATE COUPONS WISELY. If you have an emergency that warrants special attention regarding a deadline, contact me before the deadline and plan to use your late coupon. 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. Read below for assignment-specific late policies.

Students are responsible for uploading all second drafts (and optional third drafts) to the appropriate assignment on MyCR. Once uploaded in a compatible format to the appropriate assignment on MyCR, the essay will be checked by turnitin.com, a database that checks for similarities between students’ papers, the internet, and media. **Your essay will not be graded unless it has been scanned by turnitin.com via MyCR, and I have received the results.** Turnitin-compatible file formats: MS Word (.doc), Portable Document Format (.pdf), Rich Text (.rtf), and Plain Text (.txt).

Formal essays submitted late without a coupon (or later than one week with the coupon) will be permanently lowered one full grade for each weekday it is late. Furthermore, a formal essay is be considered late if it is turned in in class on time but is not ready to be graded for one or more of the following reasons: 1) it is missing supporting documents (see “Academic Work...” above), 2) the student has not properly uploaded the final draft to the correct assignment on MyCR, or 3) the student has not revised thoroughly. In these cases, deadlines will not be extended, and the paper will receive a reduced grade, which cannot be reversed by the optional revision.

Topic and Essay Planning Worksheets and **first drafts** should always be completed on time. These essential preliminary steps cannot be delayed by late coupons. If these documents are not completed on time, a grade penalty may be imposed on the final product.

Other assignments will not be accepted late unless special arrangements have been made BEFORE the due date. This policy includes work which may be late because of an absence, illness, etc. unless you provide a documented medical excuse.

Revisions and Optional Third Drafts

Two drafts—thoroughly revised—are required for each formal essay. Topic and planning worksheets must be approved by me before proceeding 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 and grade second drafts. **First drafts with proof of a conference must be included with all second drafts submitted for a grade.** If a first 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 second draft and it will be considered late if not turned in on the due date. See “Late Paper and Assignment Policy” above.

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 all students and especially 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 the above procedure. The third draft grade will replace the original grade, but it will not eliminate penalties for late work.

Returned Work and Instructor Comments/Grades

Most second drafts of formal papers will be returned, with comments, a grading rubric, and a grade, 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” in the course packet or essays which have not been uploaded to the appropriate assignment on MyCR, will not be graded, nor will they warrant extensions on subsequent revisions. Quizzes and tests will be returned as soon as possible and well in advance of the next related quiz or test. Some work—in particular, Reading Response Journals—may be corrected in class and turned in only for the grades to be recorded, not for instructor comments.

Course Grade

You must achieve a 70% (C) average and successfully complete all requirements to pass the class. To be accurate and to recognize effort and performance, I use plus and minus grades (B-, B, B+) for the final course grade. Borderline grades are not negotiable (i.e. grades are not “bumped up” for good behavior); the grade you have earned is the grade you receive. It is your responsibility to check your grade on MyCR regularly and remain informed about your course performance. Work that is not turned in will receive zero points and/or an F grade. See “Late Exam...” and “Late Paper...” policies above for more information. Save ALL returned work in case it is entered incorrectly. Class records are kept for one semester.

Grade Itemization by Category:

40% **Essays:** 3 formal essays of at least 800 words each

20% **Reading:** informal and formal reading responses

20% **Summative Writing Project**

10% **Grammar and Punctuation:** grammar exercises and quizzes.

10% **Writing Center:** Pass/Fail based on the following: 22.5 hours of Writing Center attendance, 3 Writing Center conferences

Final Grade Calculation

Passing:

A 100-93

A- 92-90

B+ 89-87

B 86-83

B- 82-80

C+ 79-77

C 76-70

Not Passing:

F 69-0

Academic Misconduct

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>

Before beginning 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 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.

Student Conduct

Students are expected to act appropriately in class. Disruptive behavior (including wandering in and out of class, carrying on side conversations, sleeping, using cell phones, doing homework for other classes, etc.) will not be tolerated. After one warning, students who demonstrate disruptive behavior will be asked to leave class and will earn an absence for that class meeting. Serious misconduct may result in suspension from the class. See the College of the Redwoods catalog for the complete policy on student conduct.

Students who excel in English 150...

- ...**check their CR student email account and MyCR site regularly.** Individual progress reports and important announcements are sent to the student’s CR email address, grades are updated regularly in MyCR, and all of the required or supplemental course readings and assignments are available on MyCR only
- ...know how to **contact their instructor** and do not hesitate to ask for help and clarification.
- ...refer to the **class calendar daily**, not only for the next class period, but also to plan ahead for upcoming deadlines and tests.
- ...are **attentive in class and participate actively** in discussions by asking questions and taking notes.
- ...**devote ample time** outside of class to course work, which involves juggling multiple assignments and essay revisions while studying for in-class essays and tests.
- ...**begin all assignments well before the deadline, complete them conscientiously, and turn them in on time.**
- ...**miss very few or no class meetings**, and if they are absent, they take responsibility to turn in assignments, to find out what they have missed, and to keep track of their absences and tardies.
- ...**make good use of the Writing Center**, attending every week and seeking one-to-one help and feedback.

- ...**revise their essays thoroughly**, taking advantage of the third-draft option; they seek out more than one Writing Center conference on each draft, getting advice from different tutors and instructors on how to best revise.
- ...motivate themselves by **choosing writing topics that interest them**.
- ...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.
- ...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.

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.

Special Needs and 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 contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS. Special accommodations such as extra time on tests, quizzes, and exams can be allowed **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. NOTE: Since English 150 will culminate in a timed competency exam, it is important that necessary arrangements be made with the Disabled Students' Programs and Services (DSPS) as soon as possible.

CR Health Center: The CR Student Health Center is located in PE Building 114 and may be reached by calling 707.476.4149.

Personal Problems and Emergencies

Although I don't want to infringe on your privacy, sometimes it's important that I understand what is causing absences or late work. I keep this information confidential.

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 great support system for you.
- 5) In addition, **EOPS and DSPS** can also provide tutors.

Name _____

English 150, MW 4:25-5:50

	Monday	Wednesday	Notes
Week 1	<input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent	<input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent	
Week 2	<input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent	<input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent	
Week 3	<input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent	<input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent	
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Week 10	<input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent	<input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent	
Week 11	<input type="checkbox"/> On time <input type="checkbox"/> Late	<input type="checkbox"/> On time <input type="checkbox"/> Late	

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Week 12	<input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent	<input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent	
Week 13	<input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent	<input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent	
Week 14	<input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent	<input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent	
Week 15	<input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent	<input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Absent	
Finals Week			

Because the English department strictly enforces the attendance policy, I highly recommend that you record your attendance for your own record. If there is a discrepancy between my record of your attendance and your record, I will ask to see this sheet, and I will ask you to describe what we did in class on the day(s) in question.

NOTE: If you arrive late, it is a good idea both to record the time you arrived and to speak with me after class. See "Attendance" in the above syllabus.