

<b>Syllabus for: (name of class)</b>	English 150—Precollegiate Reading/Writing
<b>Semester &amp; Year:</b>	Fall 2013
<b>Course ID and Section Number:</b>	ENGL-150-K4286 (034286)
<b>Number of Credits/Units:</b>	3.5
<b>Day/Time:</b>	TTH 2:45pm-5:10pm
<b>Location:</b>	KTIS
<b>Instructor's Name:</b>	J. Gonzalez
<b>Contact Information:</b>	Office location and hours: KTIS 5:15-6:05pm Phone: 530-625-4846/ Email: jeff-gonzalez@redwoods.edu
<b>Course Description (catalog description as described in course outline):</b>	
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.	
<b>Student Learning Outcomes (as described in course outline):</b>	
<ol style="list-style-type: none"> <li>1. Develop an effective, thesis-driven argument appropriate to an academic audience.</li> <li>2. Critically read and respond to argumentative texts.</li> <li>3. In a multi-stage process, incorporate feedback (from instructors and peers) in essay planning and drafting.</li> <li>4. Apply basic grammar and punctuation rules, particularly those that address sentence boundaries.</li> </ol>	
<b>Special accommodations:</b> 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.	
<b>Academic Misconduct:</b> 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: <a href="http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf">http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf</a> 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

Pre-collegiate Reading/Writing  
Fall 2013 TTH 2:45pm-5:10pm

Jeffrey Gonzalez  
Office Hours: TTH 5:15-6:05pm  
jeff-gonzalez@redwoods.edu

### Catalog Description

English 150 is 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.

### Required Texts

Anker, Susan. *Real Essays with Readings*, 4<sup>th</sup> ed. Boston: Bedford/St.Martin's, 2011.  
Wilson, Paige and Ferster, Teresa Glazier. *The Least You Should Know About English*, 11<sup>th</sup> ed.  
Boston: Wadsworth, 2012  
English 150 Course Reading Packet—J. Gonzalez for Fall 2013

### Manuscript Format

Use Times New Roman font, size 12, double-spaced, .5 inch indentation for paragraphs (no extra spacing between paragraphs), 1 inch margins all around, with page numbers preceded by your last name at top right, all pages stapled. Your name, instructor's name, class, assignment label, date, and word count should be double-spaced and aligned left at top of first page; title is centered.

### Course Overview

Throughout the term emphasis will be placed on understanding the fundamental aspects of argumentation and how they can be applied to writing both primary and secondary source essays using the Modern Language Association format. Four in-class essays, including the final summative exam, will also be required. In addition to extensive writing assignments, there will be significant reading. During weeks fifteen and sixteen, students will concentrate on final portfolio preparation, meaning students should save all written and graded work.

### Course 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.

### Expectations

1. You should attend class regularly, asking questions, participating in discussion, and demonstrating cooperation with class members in an effort to maturely and intelligently discuss the material. (See "Notes" section below for further information).
2. You should attend at least one office conference, preferably during the first six weeks of the semester.
3. If you miss or are unable to attend class, it is **your responsibility** to contact me about your absence. I have many students, and my attention will always go first to those who are in class.

### Assignment Requirements

1. You must hand in all assignments on time unless you make prior arrangements.
2. You must submit all out-of-class papers to turnitin.com through MyCR.
3. You must keyboard all out-of-class essay assignments.
4. You must successfully complete all assigned essays (including in-class essays), a culminating paper, and a portfolio.

### Office Hours

I will mostly be available in the computer lab Tuesday and Thursday, 5:15-6:05 pm and at other times, with or without an appointment. Note: These hours are concurrent with my English 52 section, so students enrolled in that section have priority to my attention during that time.

### Grades

English 150 is graded A, A-, B+, B, B-, C+, C, D, F. If you successfully meet all course requirements, your final grade will be calculated as follows:

Class preparation and participation.....	10%
Quizzes/Grammar Work.....	20%
Essays .....	30%
Portfolio.....	20%
Culminating Essay.....	20%

### Notes

1. If you have a disability, you are invited to meet with me to identify any special needs that you may have in English 150. Please communicate your needs during the first week of the semester.
2. You are responsible for all of your own work. While I encourage collaborative study groups and tutoring, any plagiarism, cheating, or disruptive behavior will result in immediate referral to the Campus Dean and the “Student Code of Conduct Standards.”
3. **Cell phones and other personal electronic devices are not part of English 150. Do not bring them to class unless they are turned off or set on the vibrate mode. If you must take a call, quietly leave the room. Texting is never appropriate during class and can result in your dismissal from class for the day.**
4. Laptops should not be open during class discussions but can be used when the instructor allows.
5. This syllabus is subject to change should circumstances warrant revision.

Have Fun and Remember: “Writing is always a lot easier if you have something to say.”