

| Syllabus for: English 150 Precollegiate Reading and Writing | |
|---|---|
| Semester & Year: | Spring 2014 |
| Course ID and Section Number: | 035483 Section B |
| Number of Credits/Units: | 3.5 |
| Day/Time: | MW 8:30-9:55 am DM 34 & lab M 10:05-11:30 am DM 2 |
| Location: | |
| Instructor's Name: | Dr. Julie Bayon |
| Contact Information: | Office location: Associate Faculty Office Office hours: TBA Email: Julie-bayon@redwoods.edu |
| 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 | |
| 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://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. | |

Required Books and Materials

1. Anker, Susan. *Real Essays with Readings*. 4th ed. New York: Bedford/ St. Martin's. 2012.
2. Langan, John and Janet M. Goldstein. *English Brushup*. 5th ed. San Francisco: McGraw Hill, 2010.
3. *American Heritage Dictionary* or some other **college-level** paperback dictionary. If English is not your first language, try the *Longman Dictionary of American English*.
4. Flash drive (memory stick) or some other means of saving work in lab.
5. Binder, loose leaf paper, 2 pocket folders, small spiral-bound notebook or composition book (to use as a journal), pen, pencil, highlighter.

Course Overview

- Writing is a skill which improves with practice. In this class you will do many short writing exercises to develop your critical thinking and expression. You will practice the steps of the writing process—pre-writing, planning, drafting, revising/editing—which are necessary for producing quality college-level essays. Finally, you will write six essays from one to three pages in length in which you demonstrate your growing ability to state and support an opinion (thesis) with interesting, relevant, and organized facts and ideas.
- Your college-level reading skills will be strengthened by reading, outlining, summarizing, and discussing short essays on a variety of topics.
- You will improve your grasp of grammar, usage, and mechanics by completing a variety of written activities that include exercises, quizzes, and editing student work.

Expectations

- ❖ Students should attend class regularly and arrive on time. **Excessive absences** (more than 4 in the first 4 weeks or 8 in the first 8 weeks) are grounds for being dropped from the class. Separate attendance is taken for lab (and 50% of your lab grade is based on attendance).
- ❖ You should be prepared to **participate** in class activities by having all **homework complete**.
- ❖ If you are **absent**, you should check on MyCR for the day's posted homework. You can also call another student in the class to find out what we did in class that day. (Get a couple phone numbers in case you can't get online.)
- ❖ Although some CR instructors like to be called by their first names, I prefer to be called either Dr. Julie or Dr. J. (The title "doctor" refers to my doctorate in education.)
- ❖ Students should take advantage of the free tutoring help available on campus as needed.
- ❖ Cell phones and other personal electronic devices should be turned **OFF** during class. **IT IS NOT OKAY TO TEXT OR RECEIVE TEXTS DURING CLASS**. If you must take an emergency call, set your phone to vibrate and quietly leave the room. Notebook computers may be used only during time devoted to in-class essay writing or in lab.

Requirements

- Hand in all assignments **on time**, unless prior arrangements have been made.
- Keyboard all paragraph/essay assignments on a computer word processor. **Handwritten drafts will be penalized 10%.**
- **Turn in all essays in a folder. Do not staple or paper clip pages together.**
- You must have a **highlighter** or some other writing device to correct quizzes in class. I must be able to tell the difference between your original answer and your corrections. **Quizzes that cannot be corrected in class (due to lack of suitable correcting device) will be penalized 20%.**
- Papers that need to be submitted to **Turnitin.com will be penalized 10% for every day they are late past the deadline.**
- You must submit the final portfolio in order to earn a passing grade in the class.

Late Work Policy

- ✓ **All late essays** will be **penalized 10%** per day. Essays will not be accepted more than one week after they are due except for extraordinary circumstances (subject to instructor approval).
- ✓ **Missed quizzes/tests** may not be made up except for extraordinary circumstances or serious illness (subject to instructor approval).
- ✓ If you know ahead of time that you will miss class for a legitimate reason, make arrangements ahead of time for when missed work will be turned in—this is your responsibility, not the instructor's.

Grading

English 150 grades are computed according to the scale found in the CR catalog:

| | | | |
|-----------------|-------------------|---------------------------|-----------------|
| A | excellent..... | 4.0 grade points per unit | (94-100%) |
| A- | excellent..... | 3.7 grade points per unit | (90-93%) |
| B+ | good..... | 3.3 grade points per unit | (87-89%) |
| B | good..... | 3.0 grade points per unit | (84-86%) |
| B- | good..... | 2.7 grade points per unit | (80-83%) |
| C+ | satisfactory..... | 2.3 grade points per unit | (77-79%) |
| C | satisfactory..... | 2.0 grade points per unit | (70-76%) |

MINIMUM GRADE REQUIRED TO PASS

| | | | |
|----------------|--------------|---------------------------|----------|
| D | poor..... | 1.0 grade points per unit | (60-69%) |
| F | failure..... | 0 grade points per unit | (0-59%) |

- English 150 may be attempted only three times. Withdrawing after the drop deadline (4/4/14) counts as an attempt, as does earning a D or F grade.
- More than half of your grade is based on both the process and final product of your essay writing. The rest of your grade is based on completing your homework, passing quizzes and tests, and making good use of your lab time.

ESSAY WRITING (SLO's 1, 3, 4)

| | |
|---|------------|
| 1. 6 essays | 40% |
| 2. Final portfolio (2 revised essays) | <u>20%</u> |
| | 60% |

READING/GRAMMAR/LAB (SLO's 1-4)

| | |
|---------------------------------------|------------|
| 1. Reading Skills | 15% |
| 2. Grammar Skills..... | 15% |
| 3. Lab attendance/participation | <u>10%</u> |
| | 40% |

This syllabus is subject to change should circumstances warrant revision.

It is important that you remember that this schedule is only a prediction of how the semester will flow. I reserve the right to make changes as necessary to maximize your learning potential and my ability to get work graded and returned to you in a timely manner. **For an accurate record of assigned work and deadlines, please go to MyCR and look under Announcements.**

ENGLISH 150 Spring 2014 Course Schedule

| | | |
|--------------------------------|---|--------|
| <u>WEEK 1</u> JAN 20 | NO CLASSES ON MONDAY—MARTIN LUTHER KING, JR HOLIDAY Introductory writing activities Grammar skills assessment | |
| <u>WEEK 2</u> JAN 27 | <i>Real Essays</i> chapters 1-2 Description—Chapter 12 Descriptive paragraph Grammar— <i>English Brushup</i> Introduction | Quiz 1 |
| <u>WEEK 3</u> FEB 3 | <i>Real Essays</i> chapters 3-4 Summary and response paragraph #1 Process Analysis—chapter 13 Grammar—Subjects and Verbs | Quiz 2 |
| <u>WEEK 4</u> FEB 10 | <i>Real Essays</i> chapters 5-6 Process Analysis Essay Grammar—More About Verbs Grammar--Subject-Verb Agreement | Quiz 3 |
| <u>WEEK 5</u> FEB 17 | NO CLASSES ON MONDAY—PRESIDENT'S DAY Summary and response #2 Illustration—chapter 11 Grammar--Sentence Types | |
| <u>WEEK 6</u> FEB 24 | <i>Real Essays</i> chapters 7-8 Illustration Essay Peer review techniques Grammar--Fragments | Quiz 4 |
| <u>WEEK 7</u> MAR 3 | <i>Real Essays</i> chapter 9 Revision strategies Grammar--Run-ons and Comma Splices | Quiz 5 |

WEEK 8

MAR 10

Final Draft #1**Grammar midterm**—chapters 1-6

Plagiarism, citing sources simply—Chapters 20-21

Comparison-Contrast—Chapter 16

NO CLASSES WEEK OF MAR 17-22**SPRING BREAK****WEEK 9**

MAR 24

Comparison-Contrast Essay

Grammar—Pronouns

Argument—Chapter 18

WEEK 10

MAR 31

Argument Essay #1

Grammar--Commas

WEEK 11

APR 7

Final Draft #2

Grammar—Apostrophe, Quotation Marks

WEEK 12

APR 14

Research & Discussion for Argument Essay #2

Grammar—Word Choice

WEEK 13

APR 21

Argument Essay #2

Grammar— Other Punctuation Marks, Capital Letters

WEEK 14

APR 28

Portfolio preparation

Debate preparation

Grammar--Homonyms (Spelling),

Misplaced and Dangling Modifiers

WEEK 15

MAY 5

Portfolio due

Debate in class

Grammar--Parallelism

WEEK 16

MAY 12

FINALS WEEK**Grammar final exam**—chapters 1-14

