

Required Syllabus Insert

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| Syllabus for: English 102 – Accelerated Precollegiate Reading and Writing | |
| Semester & Year: | spring semester 2014 |
| Course ID and Section Number: | E5630 |
| Number of Credits/Units: | 4.5 |
| Day/Time: Location: | MW 11:40-1:45 / HU 106 |
| Instructor's Name: | P. Blakemore |
| Contact Information: | Office location and hours: CA 134 / Mon. & Wed. 9-10; Thurs. 11-12 Phone: 476-4314 Email: peter-blakemore@redwoods.edu |
| Course Description (catalog description as described in course outline): An accelerated pre-collegiate-level course in critical reading and reasoned writing. Students analyze issues and claims presented in visual, oral, or written arguments and write analytical and argumentative essays based on those issues. Close analytical reading of and sustained written response to complex argumentative texts is required as preparation for English 1A. | |
| Student Learning Outcomes (as described in course outline): 1. Develop a thesis-driven argument appropriate to an academic audience. 2. Critically read and respond to argumentative texts. 3. Generate and organize general and specific support for a thesis. 4. Lab: Use feedback to support reflective learning, academic inquiry, reading, writing, revision, grammar and proofreading skills. | |
| 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. 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 102 - Spring 2014
Accelerated Pre-collegiate Reading & Writing
CRN#E5630 / MW 11:40 – 1:45 / HU 106

Instructor: Dr. Peter Blakemore

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Email: peter-blakemore@redwoods.edu

www.redwoods.edu/instruct/pblakemore/spring2014.html

“I am always doing that which I can not do, in order that I may learn how to do it.”

Pablo Picasso

Our central question for the semester: What does it mean to do the right thing?

Required Texts & Materials (All materials except *selected text* available at the CR Bookstore)

- Multiple online texts available for download and printing at:
<http://www.redwoods.edu/instruct/pblakemore/English102spring2014.html>
- *The Trolley Problem*, Thomas Cathcart
- *How Free Is Free*, Leon F. Litwack
- *The Bedford Handbook*, 8th edition, Dianna Hacker
- One selected text based on class discussion and selection process
- A good (at least 70,000 words) paperback or electronic dictionary
- Regular access to a computer and the rudimentary knowledge of how to use it
- Paper and pen for every class
- A flash drive memory storage device

Welcome to English 102, an accelerated course in the development of college-level reading, writing, and critical thinking skills. This class will focus on basic argumentation. You will analyze ideas and structure in assigned readings and compose essays supporting arguable thesis statements.

English 102 Student Outcomes

If you successfully complete this course, you should be able to:

- 1. Develop a thesis-driven argument appropriate to an academic audience.**
- 2. Critically read and respond to argumentative texts.**
- 3. Generate and organize general and specific support for a thesis.**
- 4. Use feedback to support reflective learning, academic inquiry, reading, writing, revision, grammar and proofreading skills.**

Inquiry, Critical Thinking & Accelerated Coursework

At the center of any really valuable college education must be critical thinking. Thinking critically has little to do with the common ideas about being harsh or insensitively honest or merely picky. In order to think critically you will have to engage in the process of inquiry. To approach topics and issues from the perspective of inquiry requires that you weigh ideas and consider questions you or others might have regarding claims. Most importantly, inquiry means wanting to understand an issue well enough that you can come to conclusions about your own

beliefs. For our course this semester we will focus on a single central question that ought to be at the core of any society: *What does it mean to do the right thing?* Reflecting upon such complex questions is a process that is generally not taught in school before the college-level in America. Though inquiry is a process most of us engage in every day, it's also true that most people don't reflect on how carefully and critically they inquire into ideas before coming to belief. College, then, must be one of the primary places where we engage in inquiry consciously. We do this not because it will help us to earn more money after graduation (though it almost certainly will); we do this so that we can prepare ourselves to examine and know the world, nature, our nation, our cultures, our communities, and ourselves as thoroughly as possible. As you might have guessed, this process can be quite difficult—sometimes frustrating, often confusing or even exasperating, and nearly always quite complicated—yet I hope you will realize how important learning and then practicing the art of inquiry can be. It can liberate you, enrich your mind, and open your eyes to patterns, systems, and new ways of seeing.

Each of you will have something of your own agenda, as I have mine. As I see it, the most important reason for you to learn inquiry and how to communicate the fruits of your inquiry is that it should help you to be a better informed, more involved, more thoughtful and even more compassionate member of your community. This in turn should benefit you, me, and most everyone else you will come into contact with during the rest of your life. (Yes, I am serious about all of this.) Toward that end of modeling and practicing inquiry, I will ask you to imagine the classroom as a community akin to the wider world beyond the college (actually, the fact that we gather in this same space twice a week to discuss the world already makes this group a community). If you engage with the rest of us in the reading and classroom activities, you *will* play a vital role in this community. With your effort, reading, thinking, discussing, arguing, and writing, we will all come together to affect one another in meaningful, valuable ways. Please join in!

Reading: All of our writing this term will be based on things we read and the discussions that flow out of those readings. The books and articles we read will be complex and will necessarily lead to controversy and differences of opinion, so they will require concentration and careful analytical thinking. On days when reading has been assigned, we'll usually start class with writings to help us identify main ideas and authorial intentions (the writer's thesis, either stated or implied) and move us toward exploring the central issues at the heart of the text. If you come to class without having done the reading on the days we have quizzes scheduled, you will lose participation credit for the day, and what's worse, your contribution to the subsequent discussion is likely to be at such a low level that I will usually ask non-readers to work quietly apart from our discussion. If you don't take the time to think through the reading in advance of our discussion, it will hurt the class in general, but it will especially affect your ability to meaningfully address the ideas. To ensure that doesn't happen, you should make out a schedule and block out specific times during the week when you will be able to give your reading the undivided attention necessary to truly engage the ideas.

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| <p>You should <u>always</u> come to class prepared to write about and discuss our readings on the days they are listed in our schedule. If you are having trouble keeping up, let me know immediately – DON'T WAIT UNTIL IT'S TOO LATE! DON'T WAIT UNTIL IT'S TOO LATE!</p> |
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Annotation and highlighting: I am also going to ask you to pay careful attention to the ways that you work with your reading. We will take time during the first couple weeks to practice the art of active reading by exploring our reasons for selecting passages from the texts we read and by examining and discussing the kinds of questions and comments we write in the margins. If you have never written in a book or on a copy of something you've read in the past, this will be new to you. Don't worry! We'll do it together in class first.

Writing: Our writing will be directly related to the questions and ideas that arise out of our reading and discussion. Because writing about inquiry requires a rigorous process of examination, critical assessment of ideas, reflection, and revision, you will need to set aside enough time to actively engage this process. Don't sell yourself short by thinking you can whip out an essay in 30 or 40 minutes. The best way to approach the writing process is to think of your reading and discussion as the beginning of a *writing project*. I have built this idea into the course by requiring you to write in class before final essays are due. You should also keep more extensive notes in a journal or on three-ring-binder paper that you save for future use as you work through the process of each writing project. You should also keep notes on any small or large group discussions we have and combine these together with your reading notes in order to accumulate more material for each writing project. Indeed, your essays should begin in these notes to yourself. It would be wise to begin notes to yourself by writing about the thoughts you have regarding our topic. You will want to determine the central question or problem that is at issue in the reading – decide what is “in dispute” – and in your notes begin to draft your answer (or answers) to that question. With feedback from classmates, your instructor, and tutors in the Writing Center, you will begin to learn how others receive your ideas and whether or not what you wanted them to know about your ideas comes across. You will also be required to revise throughout the semester.

The Essays: You will be writing three formal essays outside of class and several less formal, in-class essays. As you plan your schedule for the semester, you should take into account the amount of time it will take for you to really work through the writing process. It will take sweat and quite a bit of time, so plan accordingly. You will revise one of the formal, out-of-class essays to hand in as a *Summative Essay* in the end-of-term *Portfolio*.

Reading Journal: I strongly recommend that you keep a Reading Journal. I will not collect or read these journals (unless you would like my feedback and specifically ask me to read them) – they will be for your benefit, and they should help you immensely during the time I ask you to respond with in-class writing. If you keep a simple, inexpensive Composition Notebook and use it to jot down notes and ideas while you read for this class, and if you also use it as a place to develop ideas that are brewing in your mind, you will be able to keep track of how your thoughts are turning and shifting, and you will thus begin digging deeper into ideas you encounter in reading, discussion, television viewing, movies, and life in general. Having a compact, handy book full of thoughts and feelings is an extremely useful tool for recording ideas, pulling thoughts together, organizing information, and generating valuable material to be used in drafting writing projects.

Attendance: The English Department Attendance Policy follows: “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 with unexcused absences, no matter how many times that class meets in one week. If a student exceeds the limit on absences before week 11 of the semester, an instructor will notify the student that he or she has been dropped. After that, 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.”

Note: Students who do not consistently attend class are unlikely to succeed. Please contact me regarding absences beyond a single consecutive class period.

Major quizzes and writing assignments:

- 3 to 4 Reading Quizzes – open-book, graded as to accuracy and completeness of answers about ideas and information from class texts
- Educational Autobiography – un-graded, in-class essay
- Critical Response – un-graded, in-class essay, 1-2 pages
- 2 Synthesis Essays (based on class readings) – out-of-class essays, 3-4 pages each, assessed *High Pass, Pass, Low Pass, Not Yet Passing, Rewrite*
- Critical Review & Analysis Essay (based on group text selections) – out-of-class essay, 3-4 pages, assessed *High Pass, Pass, Low Pass, Not Yet Passing, Rewrite*
- Self-Reflection Essay (what have you learned this semester about writing, critical thinking, and yourself) – in-class, un-graded
- Summative Essay – your choice of revision of an earlier typed, formal essay, assessed *High Pass, Pass, Low Pass, Not Passing*
- Final Reading Exam – open-book, in-class response to class reading handout, assessed *High Pass, Pass, Low Pass, Not Passing*

Passing/Not Passing will be assessed on the following basis:

Participation will be assessed based on graded quizzes, un-graded writing assignments, and participation in class discussion and group work. At mid-semester, you will receive a written Mid-semester Assessment judging your progress up to that point. The participation portion of your work will be assessed in this way: Exceeds Expectations, Meets Expectations, Does Not Meet Expectations. At the end of the semester, I will reassess your participation and give each of you a participation grade based on the cumulative graded quizzes, un-graded writing, participation in class discussion and group work to determine whether your final participation *Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations*.

Writing will be assessed based on the 3 formal out-of-class Essays and the Final Reading Exam. The Mid-semester Assessment will include a narrative review of your efforts at writing so far in the course. At the end of the semester, I will review your work and judge your writing as Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations on the following basis: 2 or more High Passes plus one or more Pass[es] (0 Low Passes and 0 Not Yet Passing)=*Exceeds Expectations*; 2 or more Passes=*Meets Expectations*; 3 or more Low Passes or Not Yet Passing/Not Passing=*Does Not Meet Expectations*. **Note well: Students who do not turn in one of the four items above can not receive more than a Does Not Meet Expectations as a final writing grade.**

The Portfolio & Summative Essay will be assessed for care and attention to revision and reflection as: *Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations*. You'll get plenty of information and assistance to define the class' expectations for the summative revision essay.

If E=Exceeds Expectations, M=Meets Expectations, and D=Does Not Meet Expectations, then:
EEE, EEM, EED, EMM, EMD, MMM, MMD=Pass / EDD, MDD, DDD=Not Passing

Plagiarism: All *Typed, Formal Essays* (the *Synthesis Essays*, the *Critical Review and Analysis Essay* and the *Summative Essay*) need to be posted to **Turnitin.com** before you can receive credit for them. (Class ID# 7519830, password: grizzly) The process is simple and takes only a few minutes. I will walk you through the procedure, and you will be able to do it in the Writing Center or anywhere that you have access to the Internet. I have decided to require this because I have encountered so many cases of plagiarism in the past decade that I want to curb the temptation as much as possible. Plagiarism, which is the act of claiming another writer's words or ideas as your own without citing them as a source, is a serious breach of academic conduct and will result in failure of the assignment and possible failure for the course. We will discuss it in detail during the term. If you aren't sure whether you're about to plagiarize or not, ask me.

Working Online: I will be placing many of our course readings on our course MyCR webpage. You will need to access the Internet regularly and you will need to print out texts from our website. All of the required online work could be managed during your weekly Writing Center hours or in the Learning Resources Center (aka "the Library"). Please determine how you will access and print from the Internet immediately, as in "before the next class" (see the course schedule below).

Learning Disabilities: Students who have special needs due to physical or learning disabilities should let me know at the very beginning of the course (**I mean during this first week**) so that we can arrange appropriate accommodations. Since English 102 requires several timed writing exams, it is important that you inform me immediately and make the necessary arrangements with the Academic Support Center *in advance*, preferably during the first week of the semester.

An Invitation: Finally, experience tells me that people who think carefully about their education and become more reflective about it generally have the greatest success. Probably the best way to get involved in this process is to get to know your teachers and speak with them outside of the classroom. Visit me in the Writing Center during my hours. Make appointments to drop by your instructors' offices and let them know what's going through your mind as it relates to your work in their classes. And most important of all, let your teachers know if something in particular isn't coming across clearly for you. Sometimes your problem is just a particularly difficult concept, a complex section of reading, or a challenging assignment or series of assignments. Your teachers will, in almost every case, want to help you work through those tougher parts of the class. But you need to communicate with them. You especially need to communicate with me – this is an intense and very involved class that requires a lot of discipline from you. If you feel that you are falling behind, you should let me know as soon as possible. If you ask me, I will offer plenty of extra help or direct you toward others who can help. I am in the Writing Center every week (Tu 8:30-9:55). My office hours are listed at the beginning of this syllabus, and if you cannot see me during any of these times, I'm certain we can schedule another time to meet. If you need to contact me, please call my office (476-4314) and leave a clear, specific message, including a telephone number and time when you can be reached. If you decide to email me, you should use a specific course-related subject title. If you contact me, I will get back to you as soon as possible. I look forward to getting to know each of you better and to seeing all of you succeed. Welcome and good luck!

NOTE: The lab component of the course is scheduled in the Writing Center (LRC 102), where students receive individualized instruction in critical reading, in the conventions of standard written English, and in all stages of the writing process.

P. Blakemore's English 102 / Spring 2014
What Does It Mean To Do the Right Thing?
Reading & Writing Schedule

(Note: if changes are required, you will receive ample notice)

| Date & Day | Reading due | Writing due | Classroom Work |
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| WEEK 1 <i>1/22 Wednesday</i> | In-class reading: syllabus and handout: "Brainology" by Carol Dweck, etc. | First day class notes. | Introductions, syllabus, course guidelines; what is <i>inquiry</i> ? |
| WEEK 2 <i>1/27 Monday</i> | <i>Reading 1.pdf</i> on Education and values in society on MyCR. | In-class writing: <u>Educational Autobiography</u> due Tues. 1/28/14 via email to: peter-blakemore@redwoods.edu | Discuss the uses and purpose of education; drafting <u>Educational Autobiography</u> . |
| <i>1/29 Wednesday</i> | <i>Reading 2.pdf</i> ; ethics and "the right thing." How do we know? | Reading Quiz #1 – bring marked and annotated <i>Reading 2.pdf</i> to class. | Reading discussions and Synthesis Essay project development |
| WEEK 3 <i>2/3 Monday</i> | <i>Reading 3.pdf</i> on MyCR. | In-class writing: <i>Analysis Essay #1</i> . | Writing and reports: ethics, motivation, and "the right thing." |
| <i>2/5 Wednesday</i> | Thomas Cathcart's <i>The Trolley Problem</i> pp. 1-36. | In-class writing: Generating questions about "doing the right thing." | Group discussion and large class sharing of ideas. |
| WEEK 4 <i>2/10 Monday</i> | <i>The Trolley Problem</i> pp. 37-72. | Reading Quiz #2 – bring Cathcart's book and your notes to class. | Discuss <i>The Trolley Problem</i> and social issues/inquiry arising in the book. |
| <i>2/12 Wednesday</i> | <i>The Trolley Problem</i> pp. 73-132. | Freewriting to find questions. | Small-group and large-group sharing |
| WEEK 5 <i>2/17 Monday</i> | <i>Reading 4.pdf</i> on MyCR. | Film notes. | Watch and discuss Zal Batmanglij's <i>The East</i> . |
| <i>2/19 Wednesday</i> | <i>Reading 5.pdf</i> on defining terms on MyCR. | In-class writing: Group determined <i>Issues and Ideas</i> . | Small and large group discussion: How do we know what we want? |
| WEEK 6 <i>2/24 Monday</i> | Review <i>Synthesis Essay</i> assignment handout. | In-class writing: <i>Synthesis Essay précis</i> . | Large group discussion: Who/What are we writing for? |
| <i>2/26 Wednesday</i> | Review <i>Synthesis Essay #1</i> . | Bring drafts of <i>Synthesis Essay #1</i> . | Conferencing and revising. |
| WEEK 7 <i>3/3 Monday</i> | <i>Reading 6.pdf</i> on race and American social consciousness on MyCR. | <i>Typed, formal writing: Synthesis Essay #1</i> due at start of class. In-class exploratory writing. | Proofreading review; discussion of ethics & race in American history. |
| <i>3/5 Wednesday</i> | Leon Litwack's <i>How Free Is Free</i> , Chapter 1, pp. 1-50. | Informal in-class exploratory writing. | Responding to race in America. |
| WEEK 8 <i>3/10 Monday</i> | <i>How Free Is Free</i> Chapter 2, pp. 51-94 | Informal in-class exploratory writing. | Generating ideas & inquiry on race. |

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| <i>3/12 Wednesday</i> | <i>How Free Is Free</i> Chapter 3, pp. 94-144. | Reading Quiz 3- bring Litwack's book and your notes to class. | Generating ideas & inquiry on race and "the right thing." |
| WEEK 9 <i>3/24 Monday</i> | <i>Reading 7.pdf</i> on MyCR. | Film notes & informal in-class exploratory writing. | Watch and discuss Katrina Browne's <i>Traces of the Trade</i> . |
| <i>3/26 Wednesday</i> | <i>Reading 8.pdf</i> on MyCR. | Informal in-class exploratory writing. | Group discussion and research work. |
| WEEK 10 <i>3/31 Monday</i> | Research on race & ethics. | In-class writing: Group Reading Reports due. | Group presentation on Reading Reports. |
| <i>4/2 Wednesday</i> | Research for <i>Synthesis Essay #2</i> . | <i>Synthesis Essay #2</i> draft due at start of class. | Group & individual conferencing. |
| WEEK 11 <i>4/7 Monday</i> | Review and revise your essay. | Typed, formal writing: <u>Synthesis Essay #2</u> | Reading selection discussion and workshop. |
| <i>4/9 Wednesday</i> | <i>Reading 9.pdf</i> on MyCR. | In-class writing: Reflecting on Reading Essay. | How groups selected texts. |
| WEEK 12 <i>4/14 Monday</i> | Selected text – first parts. | In-class writing: Group Reading Report #1. | Presentation of issues from the texts. |
| <i>4/16 Wednesday</i> | Selected text – next parts. | In-class writing: Group Reading Report #2. | Questions from the texts. |
| WEEK 13 <i>4/21 Monday</i> | Selected text – final parts. | In-class writing: Work on individual drafts of Critical Review and Analysis Essay. | Discussion of possible relevant films. |
| <i>4/23 Wednesday</i> | Research reading. | Research progress report. | Class presentations: relevant arguments and responses. |
| WEEK 14 <i>4/28 Monday</i> | Research reading. | <i>Critical Review & Analysis Essay drafts.</i> | Individual review and conferencing. |
| <i>4/30 Wednesday</i> | Review all course materials for Self-Reflection Essay | Typed, formal writing: <u>Critical Review & Analysis Essay</u> | What have we learned this semester? |
| WEEK 15 <i>5/5 Monday</i> | Course review. | In-class writing: Self-Reflection Essay. | Reflective writing; Final Exam handout. |
| <i>5/7 Wednesday</i> | <i>Summative Essay</i> review & selection. | Bring <i>Summative Essay</i> drafts. | Conferences on <i>Summative Essay</i> . |
| Finals Week <i>5/12 Monday</i> 10:44-12:45 | Reading Exam Handout. | Portfolio with final <u>Summative Essay</u> due in HU 106 at start of exam. | Final Reading Exam in HU 106. |