

Syllabus for: English 102	
Semester & Year:	Spring 2014
Course ID and Section Number:	Eng102 E5631
Number of Credits/Units:	4.5
Day/Time: Location:	T TH 1:15-3:20 SC 214
Instructor's Name:	Jay Scrivner
Contact Information:	Office location and hours: : HU 113 M 10 -12, T 9-12, W 10-12 or by appointment Writing Center: Th 8:30-9:55 Email: jay-scrivner@redwoods.edu
<p>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.</p> <p>This course is designed for students who have placed into ENGL 350 but want the increased challenge of moving through the precollegiate preparation in a rigorous, intensive, single-semester class.</p>	
<p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 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. 	
<p>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.</p>	
<p>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</p>	

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.

It doesn't matter what you learn when you learn it in a structure that can expand into other structures.

--Northrop Frye

Required Texts and Materials

--*English 102* Course Packet. Available only at the CR bookstore.
PM --*Practical Mechanics*, a packet by Susan Nordlof. Available only at CR
NA – *The Nurture Assumption*, Judith Rich Harris – Isbn: 978-1439101650

One of the following three books. Wait to buy until after class has started.

The Spirit Catches You and You Fall Down, Anne Fadiman Isbn: 978-0-374-53340-3
Beautiful Souls, Eyal Press – Isbn: 978-1-250-024080-4
An Italian Education, Tim Parks – Isbn:978-0-8021-4285-6

--3 Ring Binder, paper, pen
--Manila File Folder (to turn in written work)
--100 index cards
--Composition Book

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 and make good choices despite the challenges of life while others have real difficulty moving beyond the limitations they encounter in their experience. 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. In *An Italian Education* Tim Parks details how the Italian culture influences his family. In *Beautiful Souls* Eyal Press tells the stories of three people who resisted pressures in their respective societies and took a moral stand. In *The Spirit Catches You and You Fall Down* Anne Fadiman explores how cultural assumptions affect our understanding by telling the story of a Hmong girl's interaction with Western Medicine. 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.

Overview

English 102 is a 4 unit class with 3 components: **reading**, **writing**, and **grammar**. In the class you learn as a writer how to prove points by using different types of details. Ideally, you will be able to expand your personal experience in interesting and effective ways by using ideas from the reading. A good deal of emphasis in this class will be

given to reading, developing reading skills and discussing what you've read. Focusing on the reading will help you with the writing.

Since English 102 prepares you to go to English 1A, all aspects of the class are designed to emphasize process: revising work to improve it, developing your thinking about what you write, participating in class discussions and activities, asking questions, finding joy in doing the work.

English 102 also has a **corequisite class, English 102L**. English 102 includes a .5 unit lab component that provides English 102 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 for the first week of classes. Students need to stay up-to-date on work in the grammar text and participate in at least four writing tutorials/conferences and 3 reading tutorials/conferences in the Writing Center over the course of the semester.

Grading – Pass/No Pass

Since the class is process based and an intensive class, it is pass/no pass. The goal is for you to feel comfortable enough to do the work, to persist, without using grades as an excuse to avoid putting forth effort and doing assignments. All of your work will be evaluated.

Work will be evaluated using the following basis:

High Pass HP = Exceeds Expectations – no need to revise

Pass P = Meets Expectations – can revise, check with me

Low Pass LP = Partially Meets Expectations – need to revise

Not Yet Passing NYP = Does Not Meet Expectations -- Issues about clarity, understanding – need to revise, check with me

Participation will be assessed based on participation in class discussion, ungraded writing (journals), reading activities, quizzes, and writing center hours. I will give you a Mid-Semester assessment so that you know where you stand in terms of participation. At the end of the semester I will reassess your participation.

Reading will be assessed based on Reading Journals, Reading Test(s), and Reading Presentations At the end of the semester, I will review your written work to see if you meet the following criteria:

--At least three of your Reading Journals receive a Pass or higher

--At least one of your Reading Tests receives a Pass or higher

--At least one of your Reading Presentations receives a Pass or higher

Writing

In order to pass the class, you need to do each of the assigned essays. Students who do not turn in one of the six essays cannot receive more than a Does Not Meet Expectations as a final writing grade.

Also, at the end of the semester, I will review your written work to see if you meet the following criteria:

- Two of your final three essays (Synthesis Essay 1, Synthesis Essay 2, & Summative Essay) receive a Pass or higher.
- One of your first 3 essays (Brainology, Social Norms, Us and Them) receives a Pass or higher.

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 in the new Administration building Room 113 and can be reached by calling 476-4280.

Help with English 102

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. They can also help you with your reading. Instructors are available to assist you with grammar, mechanics, punctuation, writing and reading.
- 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. Students may not miss more than two weeks of class. For example, if a class meets twice a week, students should not exceed 4 absences for the semester. If a student exceeds the limit on absences before week 11 of the semester (for Spring 2014, this date is April 4), 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.

Conduct—Please show and practice respect for yourself, your classmates and the instructor at all times. Use academic language, participate, and do the work necessary to enjoy the challenges class offers. I will touch base with you individually if your behavior is counterproductive. Serious misconduct may result in suspension from the class. See the College of the Redwoods catalog for the complete policy on student conduct.

Late Work -- All work needs to be handed in during the class on the date due. You are allowed 1 late paper but must communicate with me about it. All planning work for essays and first drafts must be done on time – no late work allowed for them. All tests must be taken on the day given. If you have an excused absence on the day work is due, you must make arrangements with me to make up the missing work in a timely manner, generally by the end of the next class meeting.

Revisions and Rewrites Two drafts—thoroughly revised—are required for each formal essay. The following information and work helps you produce a better essay. It is not busy work. Please honor the process. **I must approve topic and planning worksheets before a student proceeds 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 second drafts and grade them.** First drafts with proof of a conference must be included with all second drafts submitted for a grade. **If an early 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 final draft and it will be considered late if not turned in on the due date.**

Revisions for essays are due 1 week after you receive them unless you arrange for a different time frame by talking to me. 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.

You will also rewrite reading responses when needed for a higher grade. The rewrite is due one week after your original assignment has been handed back to you.

Plagiarism -- 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.

Students are required to submit their essay to turnitin.com. See instructions below.

Contacting Me – All of my contact information appears on the first page of the syllabus. Please arrange to see me during my lab hours or 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*

Turnitin is available online at www.turnitin.com

Create a User Profile

To create a user profile:

1. Go to www.turnitin.com.
2. Click create a new user profile on the Turnitin homepage.
3. Follow the on-screen instructions. When you are done creating your profile, you will be asked if you want to use the student class enrollment wizard. We recommend that all new users use the wizard to enroll in their class.

If you choose to use the student class enrollment wizard, you can bypass the next several steps for your first session with Turnitin and skip to the section “Submitting a Paper”.

Logging In/Logging Out

To login to Turnitin:

1. Go to www.turnitin.com.
2. At the top right, enter your email address and user password.
3. Click “login” to open your Turnitin homepage.
4. When you are through using Turnitin, click “log-out”.

Enrolling in a Class

Your student homepage lists your enrolled classes. If you are a new user, your homepage will be empty.

To enroll in a class:

1. Click the “enroll in a class” button on your homepage.
2. On the next screen, enter the class id 7504827 and enrollment password calvino (all lower case) for your class.
3. Click submit to enroll in the class and add it to your homepage.

If you do not have an class id and enrollment password, please contact your instructor.

102 Daily Schedule Spring 2014

This schedule is tentative and may change. Assignments are due on date noted. Please look ahead and plan accordingly. Also, multiple assignments are due on the same day. It is often necessary to do homework everyday rather than waiting the day before the assignment is due.

Other than reading and writing assignments noted below, you also have grammar assignments. You have two packets for grammar. One is *Practical Mechanics*, PM. It contains explanations and word lists as well as examples. The other is *Practical Mechanics Exercises*, PME. Before you do the exercises in PME make sure that you have read the information in PM or consulted notes that I give you.

Since grammar issues are individual, you will also need to note grammatical errors in the course packet. When you receive writing back, note 2 grammatical mistakes on page 111 of your packet. If you want to address a particular grammatical idea before we get to it in our schedule, please do so by completing the work ahead of schedule.

Week 1

T 1/21 Intro, Syllabus, Begin “Brainology”

TH 1/23 RQ 1 & Freewriting/ Planning forms Growth Mindset essay; Class Meets in LRC 102

Week 2

T 1/28 First Draft, Must be typed, Growth Mindset Essay; In-Class *Nurture Assumption* (NA), bring book 1-2 & 9-12

TH 1/30 NA “Separate Worlds” have read to p69 & have noted at least 1 quote;

Chp 2 & Chp 15 PM & PME 3:1, 3:3, & 4:2 (Subject/Verb Identification)

Week 3

T 2/4 Final Draft “Growth Mindset Essay”; Finish “Separate Worlds”

TH 2/6 RQ 2; (Begin Free-Writing/Planning forms for Social Norms essay in class)

Chp 3 PM & PME 5:1, 5:4, 6:3, & 6:5 (Clause/Phrase Identification)

Week 4

T 2/11 Pre-writing/Planning form Social Norms Essay; Begin NA “Us and Them” – have read to 121, (Meet in LRC 103 Lab to work on essay)

TH 2/13 First Draft Social Norms Essay; (will outline “Robbers Cave Experiment” in class)

Chp 9 PM & PME 11:1, 11:2, & 11:3 (Commas)

Week 5

T 2/18 Have finished “Us and Them” (RQ 3 will do in class)

TH 2/20 2nd Draft Social Norms Essay; Begin “Us and Them” essay in class
(Class meets in LRC 103)

Week 6

T 2/25 First Draft “Us and Them” Essay (will do 2nd draft after conference with me;
make sure you have outlined how you chose to structure your essay) (Anticipation
guide RQ 5 In class)

TH 2/27 Have Read NA “In The Company of Children”

Chp 6 PM & PME 8:1, 8:2 & 8:5 (Run-ons, 8:5 will do in class)

Week 7

T 3/4 RQ 5 [no RQ4]

Th 3/6 Free Choice Book Form Due

Chp 7 PM & PME 9:1, 9:2, 9:3, & 9:4 (Vague Pronoun Reference)

Week 8

T 3/11 Synthesis Essay 1 Planning Forms due (Class Meets in LRC 103)

TH 3/13 First Draft Synthesis Essay 1

Chp 8 PM & PME 10:1, 10:2, & 10:3 (Pronoun Agreement)

Week 9

T 3/18 Spring Break

TH 3/20 Spring Break

Week 10

T 3/25 (Begin NA “The Transmissin of Culture” in class)

TH 3/27 Second Draft Synthesis Essay 1; Have Finished “The Transmission of Culture”

Week 11

T 4/1 RQ 6; (Begin NA “Gender Rules” in class)

TH 4/3 Have Finished “Gender Rules” (RQ 7 in class & Begin RQ8)

Chp 10 & 11 PM & PME 12:1, 12:2, 12:4, & 12:5

Week 12

T 4/8 Have Finished NA “Dysfunctional Families and Problem Kids” & RQ8

TH 4/10 Begin “About a Girl” and “Girl Brain Boy Brain” in class – These are handouts

Week 13

T 4/15 Have finished “About a Girl” and “Girl Brain Boy Brain” (Essays I will hand out)
TH 4/17 Prewriting/Planning Form Synthesis Essay 2 (Class Meets in LRC 103)

Week 14

T 4/22 First Draft Synthesis Essay 2; Book Club Planning in Class
TH 4/24 Reading Test in Class; Book Club Presentation 1

Week 15

T 4/29 Second Draft Synthesis Essay 2; Book Club 2 In class
TH 5/1 Summative Essay plan due

Week 16

T 5/6 Book Club 3
TH 5/8 Book Club 4

Week 17

T 5/13 Final Exam Week; no class Tuesday
TH 5/15 Final Exam 1-3 Book Club Presentation & Summative Essay Due