

Syllabus for: English 350

Semester & Year:	Spring 2014
Course ID and Section Number:	ENGL 350-D5464
Number of Credits/Units:	6
Day/Time:	M-TH 5-6:40 p.m. (Lecture) & M,W, TH 6:50-8 p.m. (Lab)
Location:	DM 36 and DM 2
Instructor's Name:	Chrystal Helton
Contact Information:	Office location and hours: After class and by appointment Phone: 717-725-6075 Email: chrystal-helton@redwoods.edu

Course Description (catalog description as described in course outline): A pre-collegiate, competency-based course emphasizing the acquisition and integration of basic academic reading and writing skills. Students develop reading strategies necessary for simple academic reading and write extended formal paragraphs and basic expository essays. The lab component of the course is scheduled in the Writing Lab, where students practice basic reading and writing skills and receive essential tutorial support in reading strategies, in writing, and in sentence skills.

Student Learning Outcomes (as described in course outline):

1. Identify the main idea and its major and minor support in academic articles.
2. Recognize that writing involves many steps, which include generation of ideas, organization of information, development of general and specific support, revision, and editing.
3. Generate and organize general and specific support derived from personal experiences to develop a point in a paragraph and in a basic essay.
4. Formulate and support a thesis in a unified, coherent, and well-developed basic expository essay.
5. Apply basic grammar, usage, and punctuation rules in writing with special attention paid to sentence boundaries.
6. Employ the Writing Lab to enhance and support basic academic behavior and habits necessary for college.

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.

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 350 (D5464): Reading and Writing Skills Spring 2014



Chrystal Helton

717-725-6075 (cell)

chrystal-helton@redwoods.edu

Office Hours: After class or by appointment

Lecture: M- TH

5:25-6:40 pm DM 36

Lab: M-W

6:50-8:00 pm DM 2

"Education is the most powerful weapon which you can use to change the world."

--Nelson Mandela

Boozhoo! Hello, good to see you!

Catalog Description

This is a pre-collegiate, competency-based course emphasizing the acquisition and integration of basic academic reading and writing skills. Students develop reading strategies necessary for simple academic reading and write extended formal paragraphs and basic expository essays. The lab component of the course is scheduled in the Writing Lab, where students practice basic reading and writing skills and receive essential tutorial support in reading strategies, in writing, and in sentence skills.

Additional (Instructor) Course Description:

Throughout our reading and writing practice and assignments, we will also be developing our critical thinking skills by analyzing texts, ideas, and writers' choices (including our own). Literacy (critical reading and writing) is a powerful tool that will only help you to achieve your goals—whatever they may be. ***In today's society, literacy is one of the fundamental keys to empowerment—to having control over your life and the lives of those you love.*** Hopefully, this course will help you to continue your learning process and challenge you to become a more active/critical learner.

English 350 includes a lab Mondays, Wednesdays, and Thursdays 10 minutes after our lecture section ends. During this time we will practice the skills introduced in class and readings. This is also a time for you to meet one-on-one with me, to participate in peer review activities, and to work on class assignments.

What You Will Need

You will need a **notebook**, **binder**, and a **flash drive** to save your typed work. All of these things will help you become and stay organized, a vital quality to success in college. Also, don't forget to bring your **ENERGY** to class!

- *Stepping Stones with Readings*, 2nd ed., by Chris Juzwiak
- *Putting It Together: Basic College Reading in Context*, by Robert DiYanni
- *The American Heritage Dictionary* (I will have one available for use during class and lab)

Course Learning Outcomes:

By the end of this semester, you will feel confident:



1. Identifying the main idea and its major and minor support in academic articles.

- Reading recursively—using a variety of reading strategies to fully understand a text
- Analyzing and evaluating writer’s choices
- Making appropriate inferences from readings
- Using context clues to identify the meaning of unfamiliar words

2. Recognizing that writing involves many steps, which include generation of ideas, organization of information, development of general and specific support, revision, and editing.

- Recognizing and developing your own writing process
- Using feedback from peers and instructors to make revisions to paragraphs and essays

3. Generating and organizing general and specific support derived from personal experiences to develop a point in a paragraph and in a basic essay.

4. Formulating and supporting a thesis in a unified, coherent, and well-developed basic expository essay.

5. Applying basic grammar, usage, and punctuation rules in writing with special attention paid to sentence boundaries.

6. Employing the Writing Lab to enhance and support basic academic behavior and habits necessary for college.

How You Will Be Graded

Homework and Participation	20%
Essays and Paragraphs	30%
Quizzes & Tests	5%
Context Journal	10%
Portfolio	10%
Competency Exam	15%
Degrees of Reading Power	10%

Grading:

A (93-100%)	A- (90-92%)	
B+ (87-89%)	B (83-86%)	B- (80-82%)
C+ (77-79%)	C (70-76%)	
D (69-60%)		

Assignments You Will Complete

Most of what we will be doing in class will be individual, small group, and whole class activities that ask you to practice skills we will be learning through readings and lectures. ***Please come prepared to work with others and actively participate in classroom discussions and activities.*** You will complete homework, which will include reading and writing assignments, grammar activities, and a Context Journal. The second half of the semester we will continue practicing and strengthening your reading and writing skills by examining more complex academic writing. During this half, you will create and submit BLOG entries online. You will also write in-class and take-home paragraphs and essays. And you will be working with peers during lab time on peer review activities.

You should be able to do some of your homework during lab, but you should expect to do a substantial amount of work outside of class. *I encourage you to find a quiet space in which to do your work.*

Near the end of the semester, I will give you more information regarding the **PORTFOLIO** you will be compiling as an end of semester assessment. **PLEASE KEEP ALL WRITING ASSIGNMENTS AND DRAFTS.**

Your Homework

Completing your homework is directly related to your success in class. I don't intend to assign homework that is meaningless or considered "busy work". Instead, I want to be sure you are practicing and becoming more confident in the skills we learn together. Most of your homework can be written directly in your book. ***I will check one assignment per class and, you will earn 5 points for each checked homework.*** Also, I will inform you ahead of time if any homework will be turned in for feedback and/or points. Doing your homework is meant to help you practice and develop your skills; it is also crucial to our working together during class time, so I encourage you to take it seriously.

Writing Assignments: Reaching Proficiency

During our semester together, you will be writing and submitting **four paragraphs and two essays**, which are worth 30% of your final grade. For each writing assignment, we will be practicing and strengthening specific writing skills.

For each writing assignment, you will need to demonstrate proficiency (a "B" or better) on the skills we have already covered (in previous writing assignments) and the skill(s) on which the current writing assignment focuses before moving onto the next writing assignment. This means that in order to move onto the next writing assignment, you might need to re-submit a writing assignment more than once. For example, there are two writing skills we will focus on mastering while writing the second paragraph. One is writing a clear and effective topic sentence. The other is finding and fixing sentence fragments in your writing. In order to move onto the third paragraph assignment, you will need to reach proficiency in both areas, as well as using MLA format (which is the writing skill we will focus on for the first paragraph).

For each writing assignment, you will have up to four chances to reach proficiency in the skills we covered. This means, you might need to turn in your paragraphs and/or essays two or three times. And as tedious as this sounds, I believe this will encourage you to focus on specific goals/skills and to take writing and the assignments in this course seriously. I do not want you to go onto English 150 under-prepared. I hope this process will encourage you to grow as a writer and to see this process as your skills improve.

Attendance Policy

In order to learn we must build relationships and share our knowledge with one another. ***Thus, being successful in this class (and in almost all other college courses) requires that you come to class on time, prepared, and ready to actively participate in discussions and class work.*** While I will not “dock” you points for missing class, you must attend 80% of our class time in order to receive credit for the course. This means that you can miss no more than 11 classes (including labs). If you do miss more than 11, and we haven’t made previous arrangements, you will automatically fail the course.

When you do miss class, find out what you missed from a fellow classmate. Missed work may be made up **if** the absence is **excused** and/or **if previous arrangements** were made with me. This means that quizzes and homework cannot be made up unless previous arrangements were made. So, if you have an unexcused absence, you automatically get docked the five homework points. Major tests can be made up whether or not the absence was excused. Please contact me if you cannot make it to class—for whatever reason.

A Healthy Learning Environment: Classroom Expectations

Accommodations:

Please let me know as soon as possible if you have any learning needs so that I can make whatever accommodations necessary to help you be successful in this class. Students with learning disabilities may be eligible for additional assistance through DSP&S. Also, don't forget that I am available during my office hours.

Formatting

Paragraphs and essays should be typed and formatted using Modern Language Association (MLA) style. I will provide you with examples of these formatting requirements.

MyCR

Each day, I update information on MyCR. Through MyCR you can access your grades, assignments, due dates, as well as resources and links. This is also a great way to contact me or other students in the class. With access to MyCR, there should be no reason you are not up-to-date on assignments, even when you are absent.

Schedule of Topics

Each week we will be covering different topics and practicing a variety of skills. **Below is not a list of assignments, but a list of these topics and skills.** I will assign your homework at the end of each class session and will also post it on our MyCR page.

Week 1

(1/20-23)

Course introduction/syllabus and expectations review
What makes a successful student?
Writing Histories (paragraph writing assignment)
Introduction to the Context Journal (*PIT*, Ch. 2)

Week 2

(1/27-30)

Paragraph #1 Due

Writing Basics (SS, Ch. 1)
Being an Active Reader (*PIT*, Ch. 1)
Developing a Topic (SS, Ch. 2)
Simple Sentences (SS, Ch. 10) Paragraph #1 Due
Context Journal #1 DUE

Week 3

(2/3-6)

Annotating and Paraphrasing continued
The Writing Process
Paragraph #2 Introduction
Exemplification (SS, Ch. 8)
Writing Topic Sentences (SS, pp. 86-89)
Fixing Fragments (SS, Ch. 10)
Context Journal #2 DUE

Week 4

(2/10-13)

Paragraph #2 Due

Understanding Topics and Main Ideas (*PIT*, Ch. 3)
Peer Review
What is Revision? (*Revising Topic Sentences*)
Capitalization (SS, Appendix A)
Context Journal #3 DUE

Week 5

(2/17-20)

Understanding Major and Minor Support (*PIT*, Ch. 5)
Composing Paragraphs (SS, Ch. 5)

Paragraph #3 Introduction
Narratives (SS, Ch. 8 & PIT, Ch. 7)
Developing Details (SS, Ch. 7)
Compound Sentences (SS, Ch. 11)
Context Journal #4 DUE

Week 6
(2/24-27)
Paragraph #3 Due

Identifying Main Ideas in Longer Passages (PIT, Ch. 6)
Peer Review
Revising your support
Fixing Run-on Sentences (SS, Ch.11)
Context Journal #5 DUE

Week 7
(3/3-6)

Recognizing Patterns of Organization (PIT, Ch. 7)
Writing Reading Responses
Introduction to Paragraph #4
Cause & Effect (SS, Ch. 8)
Organizing Basics & Outlining (SS, Ch. 3 & 4)
Apostrophes (SS, Appendix A)
Context Journal #6 DUE

Week 8
(3/10-13)
Paragraph #4 Due

Peer Review
Revising for Transitions (SS, Ch. 9)
Reading Strategies Review & Quiz
Revision & Editing Workshop
Grammar Review
NO CONTEXT JOURNAL

SPRING BREAK:
March 16-23 (NO CLASSES—get out and enjoy the sunshine, rain, and/or wind!!!)

Week 9
(3/24-27)

Paragraph to Essay (SS, Ch. 9)
Essay #1 Introduction & Writing Workshop
Creating a (Reading Response) Blog
Complex Sentences (SS, Ch. 12-13)
CONTEXT JOURNAL #7 DUE
BLOG #1 Due

Week 10
(3/31-4/3)

Writing Essay Introductions
Revision Workshop: Thesis statements & body paragraphs
Peer Review
Making Observations & Connections (PIT, Ch. 8)
CONTEXT JOURNAL #8 DUE
BLOG #2 Due

Week 11
(4/7-10)

Inferences & Conclusions (PIT, Ch. 9)
Writing Summaries
Verbal Modifiers (SS, Ch. 14)

Essay #1 Due

Irregular Verbs (SS, Ch. 15)
Essay #2 Introduction
CONTEXT JOURNAL #9 DUE
BLOG #3 Due

Week 12
(4/14-17)

Becoming a Critical Reader (PIT, Ch. 10)
Essay #2: Bringing it all together
Cause & Effect Readings
Peer Review & Revision Workshop
Quotations (SS, Appendix A)
Pronouns (SS, Ch. 16)
CONTEXT JOURNAL #10 DUE
BLOG #4 Due

Week 13
(4/21-24)
Essay #2 Due

More Critical Reading
Editing Workshop: Essay #2
Introduction to the Competency Exam
Portfolio Introduction
Sentence Combining/Review
CONTEXT JOURNAL #11 DUE
BLOG #5 Due

Week 14
(4/28-5/1)

Practice Competency Exam
Portfolio Revisions
What makes a good Cover Letter?
Sentence Combining/ Review
FINAL CONTEXT JOURNAL (#12) DUE
BLOG #6 Due

Week 15
(5/5-8)
POTLUCK

DRP Prep
Portfolio: Editing Workshop
Competence Exam
Final Grammar Review
FINAL BLOG ENTRY (#7) Due

Week 16
FINALS WEEK

DRP: _____
Grammar Final: _____
Portfolio Due: _____

“If stories come to you, care for them. And learn to give them away where they are needed. Sometimes a person needs a story more than food to stay alive.”
—Barry Lopez, in *Crow and Weasel*

The policies and procedures outlined in this syllabus are subject to change.

