

## Syllabus for: English 150: Pre-collegiate Reading /Writing

<b>Semester &amp; Year:</b>	Spring 2014
<b>Course ID and Section Number:</b>	English 150 #034858
<b>Number of Credits/Units:</b>	3.5
<b>Day/Time:</b>	MW 10:05 – 11:30 am
<b>Location:</b>	SS109
<b>Instructor's Name:</b>	Mary Sue Prangle
<b>Contact Information:</b>	Email: <a href="mailto:marysue-prangle@redwoods.edu">marysue-prangle@redwoods.edu</a>

### 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 Outcome :

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://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 150: Pre-collegiate Reading/Writing

Classroom: SS109  
#034858  
MW 10:05 – 11:30 am

**Instructor:** *Mary Sue Prangley*

**E-Mail:** *marysue-prangley@redwoods.edu*

**Writing Center:** Tues. 4:25 – 7:25 pm & Thurs. 6:00 – 7:25 pm

**Prerequisite:** ENGL 350 (or equivalent) with a “C” grade or better, or assessment recommendation for ENGL 150. **You may need to provide evidence of eligibility.**

### Required Texts & Materials:

- *They Say / I Say w/readings* (Gerald Graff & Cathy Birkenstein)
- *Into the Wild* by Jon Krakauer
- *The Bedford Handbook* (9<sup>th</sup> edition, Diana Hacker)
- Class Packet (for sale in the CR Bookstore)
- A college-level dictionary
- Regular access to a computer and the Internet
- An email account (that you check daily)
- Plenty of writing utensils (pens/pencils) and an ample supply of lined 8 ½ x 11 paper (expect to need writing materials *every* class)
- 1 green book (exam booklet)
- 4 pocket folders
- A flash drive (or some other means of backing-up your work)

### Course Overview:

• **Course Description/Goals:** Welcome to English 150! This course will require much from you, yet it offers much in return. English 150 is a rigorous, comprehensive course designed to develop your critical thinking, reading, and writing skills and thereby prepare you for English 1A. You’ll be doing an extensive amount of reading, writing, and discussing for this class. The potential benefits, though, are worth your efforts. Engaging in activities such as reading and analyzing complex texts, developing written analytical arguments—as well as participating in intellectual class discussions and peer group activities—sharpens the critical thinking skills that will serve you well both in college and in your life beyond the classroom.

## Course Requirements:

- ❖ **3 Major Essays (10% each=30% of the grade):** You will write three short (3-4 page) out-of-class essays during the semester. MLA formatting and documentation are required for all essays. All essays are to be typed using a standard 12-point font and double-spaced. I accept hard copies only. You may e-mail me a copy of an assignment if you're absent on the day it's due (to show you've completed it), but you will not receive credit for it until you've turned in a hard copy version when you come back to class. (See Deadline & Make-up Policy section for more details.)

You will need to maintain a working portfolio (in a pocket folder) for each major essay. The working portfolio is comprised of *all* writing pertaining to the paper, including a final, polished draft, all notes, prewriting, earlier drafts, peer feedback, conference notes, & so forth. In other words, *save everything*. In order to receive full credit for a major essay, you must submit it on the due date in a working portfolio containing all the required documents. **Note: I do not accept essays without a working portfolio.**

- ❖ **Summative Writing Project (20% of the grade):** This class culminates with a final writing project. For this project, you will revise and expand one of your shorter major papers into a four-to-five-page essay. As with the shorter essays, this summative writing project also requires that you maintain a working portfolio (in a pocket folder). The working portfolio is comprised of *all* writing pertaining to this writing project.

- ❖ **Discovery Draft (for Summative Writing Project) (4% of the grade):**

- ❖ **www.turnitin.com:** In addition to the stapled, hard copies of each of your essays that you submit, you will also submit electronically each of your essays to [www.turnitin.com](http://www.turnitin.com) via MyCR. At the end of the semester, the recorded grades for any essays that have not been submitted to turnitin.com will be deleted from the gradebook and you will receive a "zero" for the essay.

- ❖ **Final Reading Exam (7% of the grade)**

- ❖ **Grammar: Grammar Exams (10% of the grade)**

- ❖ **Writing Center Attendance (22.5 hrs.) (10% of the grade):** Complete your hours in the Writing Center weekly. If you get behind in your hours, it means extra time in the WC in subsequent weeks. Eventually, students reach the point where it is impossible to make up all the hours. Remember the Writing Center is all or nothing, pass or fail. 22.5 hours plus 3 writing conference must be completed in order to get credit. The Writing Center component is worth 10% of your grade—this can make a significant difference to your final outcome.

- ❖ **Attendance & Engaged Participation in Class Activities, Online Posts, Peer Group Exercises, and Whole Class Discussions (9% of the grade):** (see Attendance & Participation section for more details)
  
- ❖ **Homework & In Class Writing (10% of the grade)**
  
- ❖ **Formatting Assignments:** All writing (other than in-class) must be typed using a standard 12-point font and double-spaced, the pages formatted with one inch margins. Staple pages together.
  
- ❖ **Deadline & Make-Up Policies:** As a general rule, I do not accept late work. Any exception to this rule will be determined on a case-by-case basis. All assignments must be turned in on the date they are due to receive credit. As noted in other sections, though, if you are absent, you may email me a copy of your homework by 10 am on the day it is due (**followed by a hard copy turned in to me when you return to class**) to receive credit.

**Grading:** Essays will be graded according to the Rubric For English 150 Essays (see class packet). I use grade points for all assignments.

There are a total of 500 points available for this course. Final grades will be based on the following scale: A (470-500), A- (450-469), B+ (435-449), B (415-434), B- (400-414), C+ (385-399), C (365-384), C- (350-364), D (300-349).

### **Grade Breakdown (approximation):**

1) 3 Major Essays (in working portfolios)	30% (150 pts.)
2) Summative Writing Project (in working portfolio)	20% (100 pts.)
3) Discovery Draft	4% (20 pts.)
4) Final Reading Exam	7% (35 pts.)
5) Grammar Unit Tests	10% (50 pts.)
6) Writing Center	10% (50 pts.)
7) Homework & In Class Writing	10% (50 pts.)
8) Class Discussion & Participation	9% (45 pts.)

## **Attendance and Participation Policies:**

Since much of this class revolves around our discussions, you will need to be in class every day, on time, and prepared to engage in the day's activities. Please note that I will be taking attendance (in one form or another) *every* class period. I will also be keeping track of individual participation in group discussions and activities. (Grades are influenced by the level of participation in class.) Being late to class also affects your grade.

It is imperative that you come to class on time and prepared to actively participate. Lateness, lack of preparation, and inattentiveness will not only affect *your* ability to succeed in this course, it will also have an effect on the functioning of the class *as a whole*. Please keep this in mind.

### **The English Department Attendance Policy:**

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, 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.

**Before Census (Week 3): Be aware that if you've missed multiple classes and/or have not been turning in work, your name may be cleared from the class roster following Friday of Week 3 (Census Week). If you find yourself in this boat, you need to talk with me about your situation as soon as possible.**

## **Academic Dishonesty Policy:**

Plagiarism is a serious offence which can result in failing English 150. Turning in a paper you got off the internet is a blatant form of plagiarism, but submitting a paper which contains a paragraph, sentence, or even a phrase from someone else without including proper documentation is also considered an act of plagiarism. We will be talking about acceptable ways of including the words of others in your writing. Even so, if you ever have any questions about whether or not you may be plagiarizing something in your writing, please come see me *before* you turn in your paper, so we can avoid any potential misunderstandings about what your intentions may have been.

**Academic Misconduct:** 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>

## **Special Accommodations:**

Persons who wish to request disability-related accommodations should contact Disabled Student Programs and Services. Some accommodations may take up to several weeks to arrange. **Please see me as soon as possible if you would like help arranging accommodations. Your success in this class is my main consideration. I will be pleased to help in whatever way I can.**

**The instructor reserves the right to add, delete, or revise sections of this course or syllabus. Changes will be announced on MyCR and in class.**

**English 150**  
**Schedule of Assignments**  
**Spring 2014**

(The following schedule is subject to change.)

- Assigned Readings: Readings are to be *completed* by the date given on the schedule.
- Homework Assignments: Homework assignments are to be *completed* by the date given on the schedule.
- Essay Assignments: You will receive a hard copy of essay assignments on the date they are introduced in class. I will also post each essay assignment on MyCR.
- *The Bedford Handbook* is referred to as "*Bedford*."
- *They Say/I Say* is referred to as "*TSIS*"
- *English 150 Class Booklet* is referred to as "*Class Booklet*." **Note: Bring your "Class Booklet" to every class meeting.**
- All additional readings may be found on MyCR under "Resources."  
**Note: You are responsible for printing the readings & bringing them to class.**

**Week One:**

**Mon 1/20 MLK Birthday No Class**

Wed 1/22 Introduction to the course & in-class writing & activities.  
Syllabus  
Introductions handout  
Schedule of Assignments  
WC Orientation  
WC Forms (2)

## Week Two:

Mon 1/27 Before Class:

Purchase textbooks & *Class Booklet* from the bookstore.  
Read syllabus & jot down questions (to discuss in class).

In Class:

In-class writing & activities. Discussion topic: What is “active” reading?

Wed 1/29 Before Class:

Read & annotate Martin Luther King Jr.’s “Letter from Birmingham Jail” (available on MyCR). Be sure to employ active reading strategies.

Remember, you don't have to use all the strategies. Focus mainly on adding comments & questions in the margins, defining key terms, & highlighting (or underlining) main ideas in paragraphs. Try to write something in the margins for EACH paragraph.

In Class:

In-class writing & activities based on the reading. Group discussion of reading & annotations. We will develop together the rules for participation in group discussions in today’s class.

## Week Three:

Mon 2/03 Before Class:

Read Introduction & Ch. 1 (on “Entering the Conversation” & “Starting with What Others Are Saying) (1-29) in *They Say/I Say (TSIS)* ).  
Review the following in *Bedford*:

- 61a (748-9) Nouns
- 61c (752-4) Verbs
- 61f (757-8) Prepositions
- 61g (758-9) Conjunctions

62a (763-6) Subjects  
63a (773-6) Prepositional Phrases

In addition to the above textbooks, bring *Class Booklet* to today's class.

In Class:

In-class writing & activities based on reading.  
Identifying Subjects & Verbs

**Note: Grammar Exam #1 (on Subjects & Verbs) will be Mon. (2/10).**

We will develop together the rules for participation in group discussions in today's class (time permitting).

Wed 2/05 Before Class:

Read Ch. 2 (on summarizing) (30-41) in *TSIS*.

Read & annotate "Don't Blame the Eater" (391-394) in *TSIS*.  
On MyCR discussion forums, post two questions & any ideas or comments about the reading.

In Class: In-class writing & activities based on reading.

#### **Week Four:**

Mon 2/10 Before Class:

Read & annotate "Junking Junk Food" (400-404) & "Escape from the Western Diet" (434-441) in *TSIS*.  
On MyCR discussion forums, post two questions & any ideas or comments about the readings.

Study for Grammar Exam #1

In Class:

In-class writing & activities based on readings.  
Class Discussion of readings.

**Grammar Exam #1: Subjects & Verbs**

Wed 2/12 Before Class:

Complete Summary Paragraph assignment.

Read Ch. 3 (on quoting) (42-51) in *TSIS*.

Read & annotate “Food as Thought: Resisting the Moralization of Eating” (442-6) in *TSIS*.

On MyCR discussion forums, post two questions (& any ideas or comments) you have about the readings.

Review the following in *Bedford*:

64a (785-7) Simple sentences, compound sentences, and complex sentences

63e (780-5) Subordinate Clauses

On MyCR under “Resources,” read “Grammar: Dependent & Independent Clauses Purdue Owl.”

In Class:

**Summary Paragraph due.**

In-class writing & activities based on readings.

Identifying Independent & Dependent Clauses

**Introduction to Argument Essay #1**

“Can Eating Junk Food Really Be an Addiction?” handout

### **Week Five:**

Mon 2/17 No Class (Presidents’ Day)

Wed 2/19 Before Class:

Read Ch. 4 (on agreeing, disagreeing, & agreeing—but with a difference) (55-67) in *TSIS*.

Read & annotate “Can Eating Junk Food Really Be an Addiction?” handout.

On MyCR Discussion Forums, post two questions (& any ideas or comments) you have about the reading.

**Bring Class Booklet to today’s class**

In Class:

Writing & activities based on reading  
MLA formatting & documentation  
**Bring *Class Booklet* to today's class**

### Week Six:

Mon 2/24 Before Class:

Read & annotate "The New Liberal Arts" (190-6) & "Two Years are Better than Four" (211-4) in *TSIS*. (RR #5)  
On MyCR Discussion Forums, post two questions (& any ideas or comments) you have about the reading.

Bring *Class Booklet* to today's class.

In Class:

Writing & activities based on reading  
**Bring *Class Booklet* to today's class.**

**Note: Before Monday, March 3<sup>rd</sup>, you need to have 1) gone to the Writing Center for a conference, 2) had the tutor/instructor fill out the WC Conference form, and 3) REVISED your draft accordingly.**

Wed 2/26 Before Class:

Read & annotate "Are Too Many People Going to College?" (222-42) in *TSIS*.  
Post 2 questions and any ideas or comments about the reading on MyCR Discussion Forums (RR #6).  
Have WC Conference & revise essay accordingly  
Print 1 copy of current draft of Argument Essay #1 to bring to today's class.

In Class:

Writing & activities based on reading  
**Peer Review (bring one copy of current draft)**

### **Week Seven:**

Mon 3/03 Before Class:

Complete Argument Essay #1

Read Ch. 5 (on distinguishing what you say from what they say) (68-77) in *TSIS*.

In Class:

**Argument Essay #1 (in working portfolio) due**

Writing & activities based on reading

Wed 3/05 Before Class:

Print & Read Carol Dweck's "Brainology" (available on MyCR under "Resources").

Post 2 questions any ideas or comments on MyCR Discussion Forums (RR #7).

Read Ch. 6 (on "Naysayers") (78-91) in *TSIS*.

In Class: Writing & activities based on reading

**Introduce Argument Essay #2**

### **Week Eight:**

Mon 3/10 Before Class:

Read & annotate "Blue Collar Brilliance" (243-55) in *TSIS*.

Post 2 questions and any ideas or comments about the reading on MyCR Discussion Forums (RR #8).

Study for Grammar Exam #2

In Class:

Writing & activities based on reading

## Grammar Exam #2: Independent & Dependent Clauses

**Note:** By Monday, March 24<sup>th</sup>, you need to have 1) gone to the Writing Center for a conference, 2) had the tutor/instructor fill out the WC Conference form, and 3) REVISED your draft accordingly.

**Wed 3/12** *Continue discussion of “Blue Collar Brilliance.” Introduce Mike Rose’s website—use Akaelah’s project? View Mike Rowe video(s)? Students discuss topics/issues for Essay #2: What’s your issue?*

**Looking ahead:** During weeks 9-10, we will be reading and discussing *Into the Wild*. You will need to have completed the first section of the book (pp. 1-46) by Wednesday 3/26 (Week 9).

**SPRING BREAK 3/15-3/22**

### Week Nine:

**Mon 3/24 Before Class:**

Read Ch. 7 (“So What?”) (92-100) & Ch. 8 (on transitions) (105-120) in *TSIS*.

Print 1 copy of current draft of Argument Essay #2 to bring to today’s class (1-2 pgs. minimum).

Review the following in Bedford:

Section 19 (226-34) Repair Sentence Fragments

### In Class:

Bring one copy of your current draft (2 pgs.) to class.

Writing & activities based on reading

Repairing Sentence Fragments

**Wed 3/26 Before Class:**

Read & annotate Jon Krakauer's *Into the Wild* pp. 1-46  
Post 2 questions on MyCR Discussion Forums (RR #9).

Bring 1 copy of your current draft (2 pgs.) to class.  
Bring *Bedford* to class.  
Bring *TSIS* & any outside sources you used (or intend to use) in your essay.

**In Class:**

Writing & activities based on reading

**Week Ten:**

**Mon 3/31 Before Class:**

Read & annotate Jon Krakauer's *Into the Wild* pp.47-102  
Post 2 questions on MyCR Discussion Forums (RR #10).  
Complete Argument Essay #2  
Study for Grammar Exam #3

**In Class:**

Writing & activities based on reading  
**Argument Essay #2 (in working portfolio) due**  
**Grammar Exam #3: Repairing Sentence Fragments**

**Wed 4/02 Before Class:**

Read & annotate Jon Krakauer's *Into the Wild* pp. 103-156  
Post 2 questions & any ideas or comments you have about the reading on MyCR  
Discussion Forums (RR #11).

Bring *Class Booklet* to today's class.

Review the following in *Bedford*:

Section 20 (235-43) Revise Run-on Sentences

In Class:

Writing & activities based on reading  
**Introduce Argument Essay #3**

### **Week Eleven:**

Mon 4/07 Before Class:

Finish revising Argument Essay #1

Read & annotate Jon Krakauer's *Into the Wild* pp. 157-207.

Post two questions & any ideas or comments you have about the reading on MyCR Discussion Forums (RR #12).

Bring *Class Booklet* to today's class.

In Class:

Argument Essay #1 Revisions due today.

Writing & activities based on reading

Wed 4/09 Before Class:

Print out, read, & annotate Tom Whitecloud's "Blue Winds Dancing" (located on MyCR under "Resources")

As you read, consider the following questions:

What issues are suggested by this short story?

Do you see any similarities between the issues raised in "Blue Winds Dancing" and those in *Into the Wild*?

Are there differences in the way these issues are treated in the two readings? How so?

Post two questions & any ideas or comments you have about “Blue Winds Dancing” on MyCR Discussion Forums (RR #13).

**In Class:**

**Be sure to bring your annotated copy of the reading to class.**

Writing & activities based on reading

**Week Twelve:**

**Mon 4/14 Before Class:**

Complete Rough Draft of Argument Essay #3  
Study for Grammar Exam #4  
Bring *TSIS* and *Class Booklet* to today’s class

**In Class:**

Rough Draft assignment due at the beginning of today’s class.  
Bring *TSIS* and *Class Booklet* to today’s class

Essay Workshop

**Grammar Exam #4: Identifying Run-ons & Comma Splices**

**Wed 4/16 Before Class:**

Bring *Into the Wild*, *TSIS*, *Class Booklet*, & *Bedford* to today’s class.

Print 2 copies of current draft (Argument Essay #3)

In Class: Bring 2 copies of current draft (Argument Essay #3)

You will be turning in a copy of your current draft for credit (for both turning in the draft and participating in the essay workshop & peer review).

## Essay Workshop & Peer Review

### Week Thirteen:

Mon 4/21 Before Class:

Complete Argument Essay #3

Print Extra Copy of the Final Draft (so you'll have it to consider for the Final Writing Project)

Read & annotate "Philosophical & Unphilosophical Minds" (available on MyCR under "Resources").

Post 2 questions & any ideas or comments about the reading on MyCR Discussion Forums (RR #14).

Review the following in *Bedford*:

Necessary Comma

Section 32

Eliminating Unnecessary Commas

Section 33

In Class:

Writing & activities based on reading.

Comma Workshop

**Argument Essay #3 (in working portfolio) due**

Wed 4/23 **In Class:**

**Bring essays (in working portfolios if possible) to class to discuss which one for project—conferences & peer review to help make decision.**

**Introduce Summative Writing Project**

### Week Fourteen:

**Mon 4/28 Before Class:**

Decide which essay you want to revise for the Summative Writing Project. Bring the essay (and, if possible, the working portfolio) to today's class.

Conduct some preliminary research concerning the issue you are addressing in your Summative Writing Project. What are people saying about this issue? Find and print a copy of one source (article) that you plan to use for the project. Read, annotate, & bring this article to today's class.

Bring *TSIS* to today's class.

Study for Grammar Exam #5

**In Class:**

Introduce Summative Writing Project  
Introduce Discovery Draft Assignment  
**Grammar Exam #5: Comma Usage**

**Wed 4/30 Research & Writing Workshop in LRC 103**

**Research & Writing Workshop in LRC 103. Do not come to our classroom today. We will meet at the beginning of class in LRC 103.**

**Access to electronic copy of essay materials needed. In other words, BRING A FLASHDRIVE or some other means of accessing (& working with) the essay you plan to use for your Final Writing Project.**

Bring *TSIS* to today's class as well.

**Week Fifteen:**

**Mon 5/05**

**Before Class:**

**Bring a copy of your Final Writing Project (and all essay materials) to today's class.  
Bring *TSIS* to today's class.**

**In Class:**

**Introduce Final Reading Exam  
Essay Workshop & Peer Review**

**Note: In preparation for the Final Reading Exam (that takes place during Finals Week), you will need to read & annotate the following: Wallace's "Kenyon Commencement Speech" (190-210) in *TSIS*.**

**Wed 5/07 Writing & Editing Workshop**

**Bring all essay materials to today's class.  
Bring *TSIS* to today's class.  
Bring *Bedford* to today's class.**

**Note: Today is the last day to turn in essay revisions.**

**Thu 5/08 Summative Writing Project should be submitted to MyCR by 7pm today.**

### **Week Sixteen: Finals Week**

**In Class:**

**Final Reading Exam**

**Summative Writing Project Due**

**Summative Writing Project Documents:**

- 1) Final, Polished Draft w/WC conference sheet stapled to it**
- 2) Original Final Draft (of essay you revised for the project)**