

Syllabus for: ENGLISH 150—Herrera-Thomas	
Semester & Year:	Spring 2014
Course ID and Section Number:	ENGL-150-E4859
Number of Credits/Units:	3.5
Day/Time:	Monday and Wednesday, 11:40-1:05
Location:	Student Services/Administration 109
Instructor's Name:	Dr. Sean Herrera-Thomas
Contact Information:	Office location and hours: Science 216F, Tue/Wed 1:30-2:30 Phone: (707) 476-4324 Email: sean-herrerathomas@redwoods.edu
Course Description (catalog description as described in course outline):	
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 (as described in course outline) :	
<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 accommodations document to me as promptly as possible so that necessary arrangements can 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.	
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.	

Miscellaneous Requirements and Policies	
Required Texts	<ol style="list-style-type: none"> 1. Boghosian, Heidi. <i>Spying on Democracy: Government Surveillance, Corporate Power and Public Resistance</i> (2013) 2. Cohen, Samuel. <i>50 Essays</i> (4th edition: 2014) 3. Hacker, Diana and Nancy Sommers. <i>The Bedford Handbook</i> (9th edition) 4. Various essay uploaded to our MyCR class space.
Required Materials	<ol style="list-style-type: none"> 1. A notebook for your reading and writing notes. 2. A binder to keep all of the course materials in one place. 3. Reliable internet access to complete the weekly online quizzes. 4. A user account with Turnitin.com (Class ID: 7549710 Password: surfperch)
Turnitin.com	<p>The English Department requires all English 1A students to submit their essays to Turnitin.com, which scans them for previously written or published material. Please note that I will review all apparent cases of academic dishonesty with the student and, if necessary, the appropriate administrative officials. Using another person's written work or ideas without proper attribution will result in a failing grade on the assignment and, possibly, an F in the course and academic probation.</p>
Extra Credit	<p>The English Department at College of the Redwoods mandates that no "extra credit" be awarded in English courses. If you are concerned about maximizing your points earned this semester, I heartily encourage you to give your best effort in each assignment and to be willing to revise your essays in response to feedback from your peers and instructor and tutors in the Writing Center.</p>
Classroom Conduct	<p>The content of our reading assignments and class discussions will involve a variety of important and compelling personal and social issues that are inherently mature in their subject matter and that resonate deeply with individuals in our class. Please be aware that this course examines adult human experiences through the lens of academic discourse. Also, please remember to treat your classmates and instructor in a courteous, sensitive, and respectful manner. Any student who violates CR's Code of Student Conduct will be sanctioned in accordance with school guidelines.</p> <p>Please note that "texting" or other inappropriate electronic activities during class will result in your being temporarily suspended from class and referred to campus disciplinary authorities. Please turn off cell phones before entering the class. I will enforce a "zero-tolerance" policy for the use of any such distracting devices.</p>
Attendance	<p>The English Department Attendance Policy</p> <p>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.</p>

Late- and missed-work policies

All work is due on the date specified on the syllabus or assignment sheet. If you are absent from class on the due date, late papers will be accepted without penalty only if the absence is excused. Likewise, missed quizzes, tests, and in-class assignments may be made up only if the absence is excused or due to an emergency. Excused absences require written medical, legal, or athletic documentation.

In the event that you do miss class, you are responsible for checking with your classmates to determine what concepts, issues and material I discussed during your absence. Please note that a significant proportion of the course content will only be available in class lectures, presentation and discussions, and that your knowledge of this material will be assessed throughout the semester.

Course Work and Grading**Writing**

You will complete four argumentative out-of-class essays this semester. Three of your out-of-class essays will follow a three-part process of development. You will first be required to write an inquiry draft in which you explore the various questions, problems, or issues emerge from our reading and discussion of a particular subject. The second draft phase will ask you to construct a thesis-driven draft that deals with one central line of inquiry or analysis that develops from your inquiry draft. The third step in the writing process—the one that will produce the final draft—will ask you to take care of the reader’s needs by revising your previous draft with a clear sense of purpose, attentiveness to your audience, reasoned support of your argument. At the beginning of this third step, you will be required to complete a writing conference in the Writing Center to help you develop a plan for revision. The fourth essay will be an out-of-class summative writing sample essay. Lastly, you will also complete two timed in-class essays papers that will comprise the midterm and final examinations.

Reading

It is important to engage active, analytical reading skills when preparing for class. By active reading, I mean approaching the text with the intention of breaking it down into its various parts. Underlining key terms, commenting in the margins next to important points, and striving to understand not only the author’s message but also her purpose are all essential techniques of active reading. Analytical reading, in my mind, additionally attempts to evaluate the rhetorical maneuvers in a text, as well how well it uses credible and compelling support and acceptable forms of reasoning in unfolding its argument. This approach to texts seeks to understand the strategies that writers deploy in trying to accomplish the goal of moving readers closer to accepting their ideas. Why does the author use this kind of example to support her claim? What is he trying to appeal to in the reader, a sense of fear, pity, or responsibility? Does this particular argument have a broader purpose than this single article suggests? These are basic questions you can ask about a writer’s strategies. Ultimately, also, reading actively and strategically will allow you to critically analyze arguments presented to you and thereby help you develop your own

strategies for effectively engaging with the claims made by others.

Quizzes

In addition to your essays, you will be required to complete two short quizzes each week on MyCR. One quiz will be devoted to the analytical reading assignments and one will test you on the writing conventions material.

Participation

This course is conducted as a writing and reading workshop, and as such it will require your consistent engagement and participation. If you expect to sit passively in class and not take an active role in our collaborative work, then this class is not for you. We all have different strengths and varied experiences, perspectives, and identities to draw from in making our work together stimulating and worthwhile. For this reason, each person's contributions to class are valuable. In order to be prepared to participate, you must come to each class session with reading notes or your annotated texts and a conscientious response to the material that you are ready to share.

Summative Essay

Twenty percent of your overall grade in the class will be based upon the quality of your summative writing sample essay.

Writing Center

You are required to complete 22.5 hours of study in the Writing Center this semester, and this work will count for 10% percent of your overall grade. In order to receive credit for this component of the course, you are required to complete no less than one conference with Writing Center staff on each of the four out-of-class essays. In addition to the one-on-one tutorial work on your essays, I expect you to use your Writing Center time productively by completing the sequence of readings listed under the heading "Writing Conventions" in our class schedule and asking for one-on-one help on this material as needed.

Grading

12 Analytical Reading Quizzes	120 points	10%
12 Writing Conventions Quizzes	120 points	10%
3 Essays	360 points	30%
1 Summative Writing Sample	240 points	20%
Writing Center	120 points	10%
Active class participation	60 points	5%
1 Midterm	90 points	7.5%
1 Final Exam	90 points	7.5%

Class Schedule*

***Please note that this schedule is subject to change at the professor’s discretion.**

Week One			
	Activities, Assessments, and Due Dates	Analytical Reading	Writing Conventions
1/22	Introduction to the course and Writing Center orientation	Read before the next class*: Brandeis and Warren. “The Right to Privacy”; United Nations, <i>The Universal Declaration of Human Rights</i> *find in our MyCR Resources folder	
Week Two			
	Activities, Assessments, and Due Dates	Analytical Reading	Writing Conventions
1/27	Class discussion about reading, argument, and inquiry. First essay assignment distributed.		Read <i>Bedford Handbook</i> , Ch. 6: “Reading and Writing Arguments.” **WC hours: 1.5
1/29	Watch <i>Panopticon</i> (2012), directed by Peter Vlemmix First reading and writing quizzes due on MyCR by 5:00 PM Friday.	Read before the next class*: Bentham, Jeremy. from <i>The Panopticon Writings</i> . *find in our MyCR Resources folder	
Week Three			
	Activities, Assessments, and Due Dates	Analytical Reading	Writing Conventions
2/03	Class discussion about reading.	Read before the next class*: Lepore, Jill. “The Prism: Privacy in an Age of Publicity.” *find in our MyCR Resources folder	Read “Glossary of Writing Terms,” 50
2/05	Writing workshop. Second reading and writing quizzes due on MyCR by 5:00 PM Friday.	Read before the next class*: Keizer, Garret. “Requiem for the Private Word” and Daniel Solove, “Five Myths about Privacy.” *find in our MyCR Resources folder	<i>Essays</i> , pp 483-491 and study <i>Bedford Handbook</i> , Ch 46 **WC hours: 3
Week Four			
	Activities, Assessments, and Due Dates	Analytical Reading	Writing Conventions
2/10	Inquiry draft of first essay due in class (hard copy, typed, double-spaced) and uploaded to Turnitin.com Class discussion of reading assignments	Read before the next class*: Lyon, David. “Fear, Surveillance and Consumption”; “Surveillance Studies: Understanding Visibility, Mobility and the Phenetic Fix” *find in our MyCR Resources folder	study <i>Bedford Handbook</i> , Ch 47-48 **WC hours: 4.5

2/12	Class discussion of reading assignments Third reading and writing quizzes due on MyCR by 5:00 PM Friday.	Read before the next class: Boghosian, <i>Introduction</i>	
Week Five			
	Activities, Assessments, and Due Dates	Analytical Reading	Writing Conventions
2/17	Holiday		study <i>Bedford Handbook</i> , Ch 48-49 **WC hours: 6
2/19	Writing workshop in class. Reader-directed draft of first essay due in class (hard copy, typed, double-spaced) and uploaded to Turnitin.com Fourth reading and writing quizzes due on MyCR by 5:00 PM Friday.	Read before the next class: Boghosian, Chs. 1-3	
Week Six			
	Activities, Assessments, and Due Dates	Analytical Reading	Writing Conventions
2/24	Class discussion of reading assignments.	Read before the next class: Boghosian, Chs. 4-5	study <i>Bedford Handbook</i> ,
2/26	Class discussion of reading assignments. Final draft of first essay due in class (with writing conference form and editing worksheet attached) and on Turnitin.com Fifth reading and writing quizzes due on MyCR by 5:00 PM Friday.	Read before the next class: Boghosian, Chs. 6-7	Chs 8-10 **WC hours: 7.5
Week Seven			
	Activities, Assessments, and Due Dates	Analytical Reading	Writing Conventions
3/03	Midterm (timed essay)	Read before the next class: Boghosian, Chs. 8-9	study <i>Bedford Handbook</i> ,
3/05	Inquiry draft of second essay due in class (hard copy, typed, double-spaced) and uploaded to	Read before the next class: Boghosian, Chs. 10-11	Chs 11-14 **WC hours: 9

	Turnitin.com Class discussion of readings. Sixth reading and writing quizzes due on MyCR by 5:00 PM Friday.		
Week Eight			
	Activities, Assessments, and Due Dates	Analytical Reading	Writing Conventions
3/10	Class discussion of readings	Read before the next class: Boghosian, Ch. 12-13	study <i>Bedford Handbook</i> , Chs 16-18 **WC hours: 10.5
3/12	Reader-directed draft of second essay due in class (hard copy, typed, double-spaced) and uploaded to Turnitin.com Writing workshop Seventh reading and writing quizzes due on MyCR by 5:00 PM Friday.	Read before the next class: Boghosian, <i>Conclusion</i>	
Week Nine			
	Activities, Assessments, and Due Dates	Analytical Reading	Writing Conventions
3/24	Class discussion of readings.	Read before the next class: Plato, "Allegory of the Cave" <i>50 Essays</i> , pp. 303-311	study <i>Bedford Handbook</i> , 19-20
3/26	Final draft of second essay due in class (with writing conference form and editing worksheet attached) and on Turnitin.com Eighth reading and writing quizzes due on MyCR by 5:00 PM Friday.	Read before the next class: Buckley, William F., "Why Don't We Complain?" <i>50 Essays</i> , pp. 76-82	**WC hours: 12
Week Ten			
	Activities, Assessments, and Due Dates	Analytical Reading	Writing Conventions
3/31	Class discussion of readings.	Read before the next class: Gladwell, Malcolm. "Small Change: Why the Revolution Will Not Be Tweeted." <i>50 Essays</i> , pp. 169-181	study <i>Bedford Handbook</i> , Chs. 32-33
4/02	Inquiry draft of third essay due in class (hard copy,	Read before the next class: Carr, Nicholas. "Is Google Making Us Stupid?"	**WC hours:

	typed, double-spaced) and uploaded to Turnitin.com Class discussion of readings. Ninth reading and writing quizzes due on MyCR by 5:00 PM Friday.	50 Essays, pp. 91-102	13.5
Week Eleven			
	Activities, Assessments, and Due Dates	Analytical Reading	Writing Conventions
4/07	Writing workshop	Read before the next class: Ephron, Nora. "The Boston Photographs" 50 Essays, pp. 152-158	Study <i>Bedford Handbook</i> , Chs. 34-36
4/09	Reader-directed draft of third essay due in class (hard copy, typed, double-spaced) and uploaded to Turnitin.com Tenth reading and writing quizzes due on MyCR by 5:00 PM Friday.	Read before the next class: Ehrenreich, Barbara. "Serving in Florida" 50 Essays, pp. 129-138	**WC hours: 15 (10 hrs minimum requirement)
Week Twelve			
	Activities, Assessments, and Due Dates	Analytical Reading	Writing Conventions
4/14	View speeches by Dr. King	Read before the next class: King Jr., Dr. Martin Luther. "Letter from Birmingham Jail" 50 Essays, pp. 203-220	study <i>Bedford Handbook</i> , Chs. 37-39
4/16	Final draft of third essay due in class (with writing conference form and editing worksheet attached) and on Turnitin.com Class discussion of readings. Eleventh reading and writing quizzes due on MyCR by 5:00 PM Friday.		**WC hours: 16.5
Week Thirteen			
	Activities, Assessments, and Due Dates	Analytical Reading	Writing Conventions
4/21	Class discussion of readings	Read before the next class:	study <i>Bedford</i>

		Thoreau, Henry David. "Civil Disobedience" <i>50 Essays</i> , pp. 424-446	<i>Handbook</i> , Chs. 43-45 WC hours: 18
4/23	Class discussion of readings Twelfth reading and writing quizzes due on MyCR by 5:00 PM Friday.		
Week Fourteen			
	Activities, Assessments, and Due Dates	Analytical Reading	Writing Conventions
4/28	Class discussion of readings	Read before the next class: Kingston, Maxine Hong. "No Name Woman" <i>50 Essays</i> , pp. 227-239	WC hours: 19.5
4/30	Class discussion of readings	Read before the next class: Rodriques, Richard. "Aria: Memoir of a Bilingual Childhood" <i>50 Essays</i> , pp. 321-344	
Week Fifteen			
	Activities, Assessments, and Due Dates	Analytical Reading	Writing Conventions
5/05	Writing sample essay due in class and uploaded to turnitin.com	Review readings for final exam	WC hours: 21
5/07	Review for final	Review readings for final exam	
Finals Week			
5/12	Final exam (timed writing)	10:45-12:45	WC hours: 22.5