

Syllabus for: English 150-Precollegiate Reading and Writing	
Semester & Year:	Spring 2014
Course ID and Section Number:	ENGL 150 -- 04868
Number of Credits/Units:	3.5
Day/Time:	Tuesday/Thursday 11:40m-1:05pm
Location:	HU 114
Instructor's Name:	Robyn Roberson
Contact Information:	Email: robyn-roberson@redwoods.edu
<p>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. 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.</p>	
<p>Student Learning Outcomes:</p> <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. 	
<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 Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course.</p> <p>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</p> <p>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.</p>	
<p>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.</p>	

Class Policies

The English Department Attendance Policy: Attendance is mandatory. Since regular attendance is a critical factor in student success, students at the College of the Redwoods are expected to attend all session of each class in which they are enrolled. Census is 2/3/2014. If you are not actively participating (attending both class and the writing center, turning in assignments) in the class as of that date, you will be dropped. If you are still enrolled after the census, you must continue to attend regularly. Students may not miss more than two weeks of class. For instance, our class meets two days a week; therefore, any more than four absences for the semester would be considered "excessive." 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. The last date to withdraw from a class is 4/4/14. Also please note, English 150 may only be repeated 3 times. Both failure and withdrawal count as attempts. If you are not here, you cannot learn. If you are absent, you are still responsible for all work that is assigned (check the syllabus, MyCR, and contact a classmate).

Punctuality

Class sessions are 85 minutes short, making it particularly important that you arrive on time or early for class. Arriving late is not only rude and unprofessional, but disrupts activities and group exercises. Arriving late and/or leaving early **three** times will count as one absence.

Make-up exams: It is your responsibility to contact me and arrange for a make-up test. All make-up tests must be completed within one week. If you miss more than 2 exams, no other make-ups will be given without a legal or medical documented excuse. Student-athletes must provide an official schedule of away games if they wish to claim an excused absence. If you do not take a make-up test that I have arranged for you, I will not offer you another.

Late Work: There is one late coupon and a one-week grace period. I reserve the right to declare that an assignment has passed its usefulness.

Academic Decorum: No eating in class. Turn off and put away your cell phones. Do not answer your phone or text in class. Do not leave class in order to answer your phone or text. This is inappropriate behavior. Using or accessing a cell phone during an exam will cause you to receive a zero for that exam. Student Conduct: 8. *Unauthorized use of cell phones, pagers, and other communication devices in all instructional areas and Library, including all labs and classrooms during instructional sessions* (2009-20210 Catalogue, page 133). After a verbal or written notice and giving the student an opportunity to respond, any faculty member may, for good cause, order a student removed from his or her class for the day of the removal and the next class meeting (Education Code 76032). Digital devices of any and all kinds are not permitted. Any type of disruption of the class and the learning process is not permitted.

Academic Honesty: Students are expected to observe the school policy on cheating and plagiarism. Plagiarism is the act of claiming another writer's work or ideas as your own. Whenever you borrow an idea or a sentence from someone else, you must acknowledge the source. Not properly acknowledging a source is a serious breach of academic conduct. Any student who submits as his or her own work the words or ideas of another writer will fail the assignment and possibly the course. Students are responsible for uploading the three formal essays to Turnitin.com—you can do this in the Writing Center or anywhere you have access to the Internet.

NOTE: The syllabus is a contract between instructor and student. If you choose to remain in this class, you are agreeing to abide by the class policies as outlined above.

Required Texts & Materials:

- *They Say, I Say, 2nd edition, with readings, Gerald Graff & Cathy Birkenstein*
- *Zeitoun, Dave Eggers*
- English 150 Course Packet (located in bookstore)
- Four letter sized manila folders for essay submissions
- One loose leafed notebook with blank paper
- Regular access to a computer and printer
- Money to print readings and grammar exercises from MyCR, etc.
- Pen, pencil, and hi-liter
- Means of back-up: flash drive and e-mail

Triad:

Name: _____ Contact Info: _____

Name: _____ Contact Info: _____

Homework

You should expect to work two hours outside of class for every one hour of class time in each lower division, general education course. In other words, you will need to devote at least an average of six hours per week to this course outside of the classroom to perform satisfactorily at the "C" level. Those desiring a higher grade should expect to spend more time, of course. **No** extra credit assignments are given for this class.

Grade Assessment

40% Formal Writing (three formal essays w/planning worksheets, intro paragraphs, etc.)

20% Summative Writing Sample (end-of-term)

20% Reading, Informal Writing & Participation

10% Grammar Exams & Homework

10% Writing Center

Description of Assessment Categories

Formal Writing (40%)

Essays -- Over the course of the semester, you will complete three out-of-class formal essays of 750-1200 words. Each essay must include a prewrite and at least two drafts (the latter of which must be tutored). All second drafts of each essay must be uploaded to Turnitin.com—you can do this in the Writing Center or anywhere you have access to the Internet.

Revisions -- You are entitled to revise the three papers for this semester. In order to do a revision, however, you must attend a tutor conference and turn in all your original work, your tutor slip, and your revision. You have **one** week to complete a revision. Please keep all your work in case I forget to record your grade.

Late Work/Freebies -- Final drafts are due at the beginning of class on the due date on your syllabus. You are allowed one late final draft for this course (a late paper coupon will be handed out in class), but this may only be used on the first two papers. The freebie is good to turn in a paper one week late (7 days). As for excuses beyond the freebie date, unless it's an emergency, remember that I've heard better than you can imagine:

salmonella, assault with a deadly weapon, dead car battery, etc. I do not accept late papers: these will be given an F.

Draft Workshops -- These are required. In order to make sure you understand how important these are, first drafts are worth 25 percent of the value of each paper. *Thus, you cannot go higher than a "C" on a final draft of a paper if you have missed the Draft Workshop or come with no work at all.* Absences are not acceptable on Draft Workshop days unless it is an emergency and you have a written note from a doctor. It is not acceptable to bring handwritten drafts to workshops, and these will not be given credit

Summative Writing Sample (20%)

The end of semester portfolio will be a revision of one of the three out-of-class essays of your choosing. In addition to the revision, your essay must include a mention of the opposition, an attack on that opposition, as well as paraphrase and quote from sources we've read. This draft must also demonstrate stronger organization, sentence variety, and word choice as well as the correction of any remaining errors. This work should demonstrate your readiness for English 1A.

Reading, Informal Writing & Participation (20%)

Assignments and Quizzes -- You will respond to class reading assignments in two ways: 1) typed responses and 2) in-class quizzes or written responses. The format and manner in which assignments must be submitted will be explained at the time they are given. Typed responses must be physically turned in during class and must be completed before the class during which they are due. Annotate all readings carefully so that you will have the information you need for participating in reading workshops, discussions, and analyzing the arguments in the various readings.

Grammar Exams & Homework (10%)

You will be given 10 quizzes based on the material in the Course Packet and from grammar links in MyCR. Completion of assigned exercises and quizzes comprise this portion of your grade. Some portion of the class will refer to specific areas of concern; it is up to you to ask questions. Utilize the Writing Center when working on exercises. If you fail a quiz, you may retake it on quiz make-up days which will be determined during the semester. In order to prepare for the retake, you are required to meet with a WC instructor to review concepts and to have that instructor sign a form regarding concepts reviewed.

Writing Center (10%)

For English 150, the minimum requirement to attend the Writing Center is **22.5** hours. The Writing Center is open for 16 weeks which means students should attend an average of 1.5 hours per week. And English 150 students must meet with a tutor or an instructor at least three times during the course of the semester - one each for formal essays. You must also meet with an instructor to review any grammatical concepts not understood. You **do not** receive any points for WC attendance unless you attend for the **full 22.5** and **meet with tutor/instructor for each essay**.

An Invitation

Writing is a process, constantly changing and evolving, as is your education. For one to succeed, it is important for you to think carefully about your education and become more reflective about it. I feel that the best way to become involved in this process is to get to know your teachers and to work with your colleagues. Please, don't fall behind. If you fear this may be happening, contact me. Don't wait until it is too late. Figure out a schedule (say 2-3 hours a day for six days) and stick to it. **The last day to drop this class is April 4, 2014.** If you do not have a C (700pts = 70%) by this time, I will urge you to drop this course. You will be required to keep track of all points accrued during this course on a scoring grid given to you in the second week of classes. This is an intense and very involved class that requires a lot of discipline from you. If you ask me, I will offer plenty of extra help. I look forward to getting to know each of you better and to seeing all of you succeed! Welcome and good luck!

Final Note

This syllabus may be subject to change during the course of the semester.

ENGLISH 150 Precollegiate Reading and Writing

Spring 2014/Robyn Roberson

Abbreviations: TSIS – *They Say, I Say* MyCR – Course Web Content

**This is a fluid, living document: Due dates and activities are subject to change. These changes will be announced in class.

		Homework due for class	Activities in class
	T 1/21		Introduction What is Argument/Assumption Homework given: handout "Being Green at Ben and Jerry's"
	Th 1/23	Buy books and Course Packet In MyCR under Resources/ Readings, read "Critical Reading"; you must demonstrate key points in the below reading: Read and annotate "Being Green at Ben and Jerry's" worth 5 points (Use "Critical Reading" for guidelines on how to annotate. Must be done before class.	"Critical Reading" discussion CP: Reading Questions p. 7 "Being Green at Ben and Jerry's" discussion and turn in annotation Writing Center tour
Week 2 WC 1.5	T 1/28	Introduction letter due—must be typed. Follow guidelines on handout given in class. Be prepared to share a section. Print, read "Critical Thinking" on MyCR, bring to class "Critical Thinking" on page 18, answer question #6 (read carefully). Type your response in letter format. Pick only two or three points and explain why you agree or disagree. <u>They Say, I Say</u> read Chapter 11 Read Course Packet: p. 195-199: Subjects, Verbs, etc.	Introduction letter due "Critical Thinking" discussion "They Say/I Say" discussion Course Packet review Grammar discussion and exercise
	Th 1/30	<u>They Say, I Say</u> read Chapter 1 and "2b or Not 2b?" p 335-345; always bring book to class when a reading is due Read "Everything Is an Argument" on MyCR Grammar: exercises on MyCR	<u>They Say, I Say</u> discussion "Everything Is an Argument" discussion Discuss nouns, verbs, prepositions
Week 3 WC 3	T 2/4	Review grammar Read <u>They Say/I Say</u> : chapter 12 and answer question #2 on page 29.	Review Subjects and Verbs <u>They Say/ I Say</u> : chapter 12 reading quiz – one question

		<p>Read They Say/ I Say: chapter 2</p> <p>Read They Say/I Say: "Don't Blame the Eater" by Zinzchenko on p. 391</p>	<p>Question at Issue</p> <p>Thesis statements</p> <p>Summary</p>
	Th 2/6	<p>Read TSIS: Chapter 4</p> <p>Read TSIS: Balko's "What You Eat is Your Business" on pg 395</p> <p>Read TSIS: Obama's "Remarks to the NAACP" on pg. 417</p>	<p>Making Claims</p> <p>Discuss readings</p> <p>In-class writing</p> <p>Quiz 1 – Subjects and Verbs</p>
Week 4 WC 4.5	T 2/11	<p>Course Packet: Identifying phrases and clauses pgs. 205-210</p> <p>TSIS: Pollan's "Escape from the Western Diet" p. 434</p> <p>TSIS: Maxfield's "Resisting the Moralization of Eating" p. 442</p>	<p>Phrases and clauses</p> <p>Reading discussion</p> <p>Quotation exercises</p> <p>Essay 1 assignment</p> <p>Paragraph development</p>
	Th 2/13	<p>Topic Selection worksheet due p. 111-113</p> <p>"Brainology" article by Carolyn Dweck</p>	<p>Dependent Clause/Independent Clause</p> <p>"Brainology" discussion</p> <p>In-class writing based upon article</p> <p>Topic Selection due</p> <p>Planning Worksheet done in class</p>
Week 5 WC 6	T 2/18	<p>TSIS: Chapter 3 p. 42-50</p> <p>Draft 1 of Essay #1 due for response groups – bring three copies</p> <p>Use one copy for WC Conference</p>	<p>TSIS quiz & discussion</p> <p>Introductions</p> <p>Bring in three copies of essay #1 draft</p> <p>One copy of draft is for Writing Center</p> <p>Quiz 2 – Independent/Dependent Clauses</p>
	Th 2/20	<p>Fragments</p> <p>TSIS: Chapter 5 p. 68-74</p> <p>Read TSIS: "The New Liberal Arts" p. 190</p> <p>Read TSIS: "Two Years Are Better Than Four" p. 211</p>	<p>Fragments discussion</p> <p>Reading discussion</p> <p>In-class writing</p>
Week 6 WC 7.5	T 2/25	<p>Fragments</p> <p>Essay #1 due – follow all guidelines and submit to turnitin.com</p> <p>TSIS: "Are Too Many People Going to College?" p 222</p>	<p>Fragments practice</p> <p>Essay 1 due</p> <p>TSIS reading discussion</p> <p>Conclusions</p>
	Th 2/27	<p>Comma usage</p>	<p>Quiz 3 – Fragments</p>

		TSIS: "Blue-Collar Brilliance" p. 243	TSIS discussion and in-class writing Essay #2 assigned
Week 7 WC 9	T 3/4	Run-ons & Comma Splices <i>They Say/I Say</i> Ch 6 Essay #2—Introduction + 3 topic sentences	Run-ons & comma splices TSIS discussion & in-class writing Introduction response groups
	Th 3/6	Correcting run-ons & comma splices <i>They Say/I Say</i> Ch 7	Run-ons comma splices quiz 4 TSIS discussion
Week 8 WC 10.5	T 3/11	Essay #2 draft due for response groups & WC (make three copies) <i>They Say/I Say</i> Ch 8 and answer #1 on pg 137 – find a journal article of your choice to answer this question.	Essay #2 Response Groups – don't come to class without two copies printed out. TSIS discussion
	Th 3/13	Essay #2 final due – submit to turnitin.com and follow guidelines Comma usage Reading response due	Essay #2 final due in folder Commas Conclusions

SPRING BREAK March 15-23

Week 9 WC 12	T 3/25	Zeitoun pg. 1—116 Reading Response #1 due	Comma Review Zeitoun discussion Share Zeitoun response #1
	Th 3/27	Zeitoun pg. 116—224 Reading Response #2 due	Zeitoun discussion Share Zeitoun response #2 Titles Comma Quiz #5
Week 10 WC 13.5	T 4/1	Finish Zeitoun pg. 225—325 Reading Response #3 due	Zeitoun discussion Essay #3 given
	Th 4/3	Essay #3 Invention & Discovery Draft BH-Unnecessary Commas Sect. 33 p.373-378 Comma review	Meet in LRC 103 Bring discovery draft and all invention materials to share in class
Week 11 WC 15	T 4/8	Introduction (3 copies) for response groups + outline (only 1)	Unnecessary Comma Quiz #6

		Unnecessary Commas review	Introduction (3 copies for response groups) + outline (only 1) to share verbally with groups
	Th 4/10	Pronoun Reference Work on Draft – response group draft due Tuesday	Pronoun Reference practice
Week 12 WC 16.5	T 4/15	Pronoun Reference Essay #3 draft due for response groups – print out three copies Must get WC conference before 11/19	Pronoun Reference Response group draft due – do not come to class without three copies
	Th 4/17	Pronoun Agreement Reading Response – “Nuclear Waste” by Richard A Muller on MyCR	Pronoun Reference Quiz #7 Pronoun Agreement “Nuclear Waste” discussion and response turned in
Week 13 WC 18	T 4/22	Pronoun Agreement Essay #3 – due in folder and submitted to turnitin.com	Pronouns Essay #3 due in folder plus follow usual guidelines Cover Letter written in class Essay #3 share with class (3 min max)
	Th 4/24	Dream about grammar!!! Read handout on revision	Pronoun Agreement Quiz 8 Revision discussion & exercise Portfolio discussion
Week 14 WC 19.5	T 4/29	Semicolons, colons, and other punctuation Bring in first two essays – essay 3 returned today Be prepared to write and revise in class (bring works quoted from to class)	Semi Colons, Colons, Apostrophes, Dashes Begin portfolio revision Revise essays
	Th 5/1	Semi Colons & Colons, Apostrophes & Dashes review	Meet in LRC103 Bring in essays for revision
Week 15 WC 21	T 5/6	Revision draft – 2 copies to class (include a separate sheet that lists revision points for reader to see)	Meet in LRC103 Semi Colons & Colons; Apostrophes & Dashes Response group for revision – bring 2 copies! Cover Letter draft written in class
	Th 5/8	Semi Colons & Colons, Apostrophes & Dashes review Cover Letter – print three copies for response groups	Semi Colons & Colons; Apostrophes & Dashes Quiz 9 Cover Letter – print three copies for response groups

			Reading Final essay handed out
Week 16 WC 22.5	T 5/13	4867 class -- Read essay for reading final	Meet in HU 114 Reading final: 10:45am Submit final portfolio
	Th 5/15	4868 class -- Read essay for reading final	Meet in HU 114 Reading final: 1:00pm Submit final portfolio