

## Syllabus for: ENGLISH 150 - PRE-COLLEGIATE READING AND WRITING

<b>Semester &amp; Year:</b>	SPRING 2014
<b>Course ID and Section Number:</b>	ENGL-150-M5412
<b>Number of Credits/Units:</b>	3.5
<b>Day/Time:</b> <b>Location:</b>	Mondays & Wednesdays 3:30-5:45, MM 112
<b>Instructor's Name:</b>	Dr. Jeff Solomon
<b>Contact Information:</b>	Office location and hours: Writing Lab, TTH 6:00-7:30 Phone: (707) 962-2600 Email: <a href="mailto:jeff-solomon@redwoods.edu">jeff-solomon@redwoods.edu</a>

**Course Description:** English 150 is 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 Lab, 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:

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.

<b>Required Texts:</b>	<i>The Longman Handbook for Writers and Readers</i> , 6th Ed. Course handouts (provided by instructor)
<b>Required Materials:</b>	Loose leaf notebook Flash drive
<b>English Dept. Attendance Policy:</b>	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 (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.
<b>Homework Policy:</b>	Late homework will not be accepted for full credit. If you plan to be absent when an assignment is due, turn it in early.
<b>Grading:</b> Essays (40%) -----  Summative Essay (20%) -----  Reading Responses (20%) -----  Grammar/Sentence Skills (10%)  Revision Lab (10%) -----	You will write four essays of increasing complexity and length: Essay #1 (5%), Essay #2 (10%), Essay #3 (10%), Essay #4 (15%).  You will complete a significant revision of one essay, applying at the end of the semester, representing your best work.  You will read ten essays and respond to questions about your reading, both at home and in class.  There will be four quizzes on grammar and sentence mechanics.  Three revisions and three tutor conference meetings. You will be required to schedule and complete these meetings prior to the essay due dates in order to receive full credit.
<b>Grade Breakdowns:</b>	A.....931–1000, 93% + A-.....900–930, 90%–93% B+.....870–899, 87%–89% B.....840–869, 84%–86% B-.....800–839, 80%–83% C+.....770–799, 77%–79% C.....700–769, 70%–76% D.....600–699, 60%–69% F.....000–599, 0%–59%

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

<b>Week/Date</b>	<b>Topics / Readings / Assignments</b>
<p><b>Week 1</b>  <b>Jan. 22</b></p>	<p>Reading and Thinking Critically</p> <p><u>Read:</u> <i>The Longman Handbook</i>, pp. 92-104 Course Packet - Essay #1</p>
<p><b>Week 2</b>  <b>Jan. 27-29</b></p>	<p>Identifying Parts of Speech; Identifying Main Ideas in an Argument</p> <p><u>Read:</u> <i>Longman</i>, pp. 188-193 Course Packet – Essay #2</p> <p><b>Essay #1 Due –Friday, 1/31/14</b></p>
<p><b>Week 3</b>  <b>Feb. 3-5</b></p>	<p>Subjects and Verbs; Main Issues and Supporting Arguments</p> <p><u>Read:</u> <i>Longman</i>, pp. 52-67, 105-109 Course Packet – Essays #3-4</p>
<p><b>Week 4</b>  <b>Feb. 10-12</b></p>	<p>Clauses and Phrases; Developing a Well-Reasoned Stance and Thesis</p> <p><u>Read:</u> <i>Longman</i>, pp. 110-114 Course Packet – Essay #5</p>
<p><b>Week 5</b>  <b>Feb. 19</b></p>	<p>Critical Reading and Critique</p> <p><u>Read:</u> <i>Longman</i>, “Critiques,” pp. 198-199</p> <p><b>Grammar Test #1</b></p> <p><b>Essay #2 Due – Friday, 2/21/14</b></p>
<p><b>Week 6</b>  <b>Feb. 22-26</b></p>	<p>Developing Strong Proof-Reading Skills; Assessing Writing Effectively</p> <p><u>Read:</u> <i>Longman</i>, pp. 81-90</p>
<p><b>Week 7</b>  <b>Mar. 3-5</b></p>	<p>Using Pronouns Effectively; Draft Revision Workshop</p> <p><u>Read:</u> <i>Longman</i>, pp. 34-51</p> <p><b>Grammar Test #2</b></p> <p><b>Essay #2, Revision Due – Friday 3/7/14</b></p>
<p><b>Week 8</b>  <b>Mar. 10-12</b></p>	<p>Shadowy Actors and Vague Pronouns; Sources and Synthesis</p> <p><u>Read:</u> Course Packet – Essay #7</p>

<p><b>Week 9</b> <b>Mar. 17-19</b></p>	<p><b>SPRING BREAK</b></p>
<p><b>Week 10</b> <b>Mar. 22-26</b></p>	<p>Partisans, Experts and Objective Analysis</p> <p><u>Read:</u> <i>Longman</i>, pp. 285-292 Course Packet – Essay #8</p> <p><b>Grammar Test #3</b></p>
<p><b>Week 11</b> <b>Mar. 31-Apr. 2</b></p>	<p>Comma Rules and Reasons; Draft Revision Workshop</p> <p><b>Essay #3 Due – Friday, 4/4/14</b></p>
<p><b>Week 12</b> <b>Apr. 7-9</b></p>	<p>The Signs in the Sentences; Discovering Trends and Solving Problems</p> <p><u>Read:</u> <i>Longman</i>, pp. 11-15 <i>Course Packet – Essay #9</i></p>
<p><b>Week 13</b> <b>Apr. 14-16</b></p>	<p>When One Word is Two; Using Time Sequences and Problem Grids</p> <p><u>Read:</u> Course Packet – Essay #10</p>
<p><b>Week 14</b> <b>Apr. 21-23</b></p>	<p>Revision Workshop</p> <p><u>Read:</u> Competency Exam Essay Prompt.</p> <p><b>Grammar Test #4</b></p>
<p><b>Week 15</b> <b>Apr. 28-30</b></p>	<p>Preparing for Competency Exams</p> <p><b>Essay #4 Due – Friday, 5/2/14</b></p>
<p><b>Week 16</b> <b>May 5-7</b></p>	<p>Summative Essay Review</p> <p><b>Summative Essay Due – Friday, 5/9/14</b></p>
<p><b>Finals Week</b> <b>May 6-10</b></p>	<p>Final Exams</p>

Schedule is subject to change. The instructor reserves the right to add, delete or revise assignments, as warranted. Changes will be announced in class.