

## Syllabus for English 150: Pre-Collegiate Reading and Writing

Professor Ruth Rhodes  
College of the Redwoods, Del Norte

*"Truth springs from argument amongst friends"*  
-David Hume

<b>Semester &amp; Year:</b>	Fall, 2014
<b>Course ID and Section Number:</b>	ENGL-150-D6429 036429 (A) ENGL-150-D6430 036430 (B)
<b>Credits/Units:</b>	3.5
<b>Day/Time:</b>	(A) M/W/ F 8:30-9:55 (B) M/ W/ F 10:05-11:30
<b>Location:</b>	Mondays and Fridays in DM 34 & Wednesdays in DM 2
<b>Contact Information:</b>	Office: E7 in the "Faculty Clubhouse" behind the main building Office hours: Monday-Thursday, 1:00-2:00 or by appointment Phone: 465-2336 Email: <a href="mailto:ruth-rhodes@redwoods.edu">ruth-rhodes@redwoods.edu</a> Web: <a href="http://dn.redwoods.edu/coursenotes/rhodes/">http://dn.redwoods.edu/coursenotes/rhodes/</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 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:

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.

### Required Books and Materials:

1. *A Pocket Style Manual*, by Hacker and Sommers, Bedford / St. Martin's. ISBN#: 0312542542
2. *Nurture Shock*, by Po Bronson and Angela Merryman. Twelve. 2009.
3. A binder or folder
4. A floppy disk or memory stick

**Grades:**

A (100-90%) / B (89-80%) / C (79-70%) / D (69-60%) / F (59-0%)

There are no pluses or minuses. There is no extra credit. Grades are updated on my website before the beginning of each week so you can check your progress regularly. Grades are calculated as follows:

- 20% Reading journal, quick writes, quizzes, etc. (cannot be made-up)
- 60% Essays (3 essays, between 650-1000 words each)
- 20% Portfolio (Revised essay & cover letter due at the end of the semester)

All essays must be in MLA format, submitted in hard copy, and posted electronically to Turnitin.com.

**Attendance:**

You are expected to attend all sessions of each class and lab. You may not miss more than two weeks of class (the equivalent of 6 classes and/or labs). If you exceed the limit on absences before week 11 of the semester, I will notify you that you have been dropped. After that notification, you still must go into Web Advisor and withdraw from the class in order not to receive an F.

**Repeatability:** English 150 may only be attempted three times. Withdrawing after the drop deadline counts as an attempt, as does a D or F grade.

**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 DSPS accommodation request at least one week before the first test so that 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>

**Emergency Procedures:**

Please review the campus evacuation sites, including the closest site to this classroom and review [www.redwoods.edu/safety.asp](http://www.redwoods.edu/safety.asp) for information on

campus Emergency Procedures. During an evacuation:

- Be aware of all marked exits from your area and building. Know the routes from your work area to the nearest exits.
- Once outside, move to the nearest evacuation point outside your building.
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities.

**RAVE** – College of the Redwoods has implemented an emergency alert system. Everyone is entered already to receive a message at their CR email address. In the event of an emergency on campus, you can also elect to receive an alert through your personal email, and/or phones at your home, office, and cell. This emergency alert system will be available to all students, staff, and other interested parties.

Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the “Register” button on the top right portion of the registration page to create an account. Please use your CR email address as your primary Registration Email.

### **Equal Opportunity**

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.

Please note that this syllabus and the attached schedule are subject to change

<b>Week</b>	<b>English 150 Schedule</b> <u>Complete all readings + responses by the class indicated</u> Final essays due <u>by the end of the lab indicated</u>
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August 25 27 29	“Brainology” by Carol Dweck
September 1 3 5	<b>No class – Labor Day</b> Preface, Introduction & “The Inverse Power of Praise” (vii-26)
September 8 10 12	“The Lost Hour” (27-44) Paraphrasing, summarizing, and quoting
September 15 17 19	Peer workshop: Bring a draft of Essay 1 to class <b>Essay 1 due</b> “Why White Parents Don’t Talk about Race” (47-69)
September 22 24 26	Common essay problems Sentence skills practice “Why Kids Lie” (73-92)
September 29 October 1 3	Questions at issue “The Search for Intelligent Life in Kindergarten” (93-114)
October 6 8 10	“The Sibling Effect” (115-130) Examining Assumptions
October 13 15 17	Peer workshop: Bring a draft of Essay 2 to class <b>Essay 2 due</b> “The Science of Teen Rebellion” (131-154)
October 20 22 24	Common essay problems Sentence skills practice “Can Self-Control Be Taught?” (155-175)
October 27 29 31	Building authoritative voice “Plays Well with Others” (177-196)
November 3 5 7	“True Grit” by A. Duckworth and L. Eskreis-Winkler Peer workshop: Bring a draft of Essay 3 to class
November 10 12 14	<b>No Class – Veteran’s Day</b> <b>Essay 3 Due</b> “Why Hannah Talks and Alyssa Doesn’t” (197-224 )
November 17 19 21	“Myth of the Supertrait” (225-240) Common essay problems

November 24	<b>Essay 4 (in-class essay)</b>
26	<b>Personal Leave Day</b>
28	<b>Thanksgiving Holiday</b>
December 1	Common essay problems
3	
5	<b>Portfolio Due</b>
December 8	Portfolio & In-class essay returned

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