

Syllabus for: Pre-collegiate Reading and Writing	
Semester & Year:	Fall 2014
Course ID and Section Number:	English 150 E6138
Number of Credits/Units:	3.5
Day/Time:	M/W 11:40 a.m. to 1:05 p.m.
Location:	SS 109
Instructor's Name:	Dr. Victoria Barnes
Contact Information:	Phone: (707) 267-8993 Email: victoria-barnes@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.	

Dr. Victoria Barnes
(707) 267-8993
Writing Center Hours: Tuesdays, 8:30-9:55 a.m.
Office Hours: By appointment

“Education is not the filling of a pail, but the lighting of a fire.” –William Butler Yeats

Welcome to English 150. During the coming weeks, we will develop your critical thinking skills, reading skills, and writing skills. We will review grammar, talk about how to develop argument, write essays, and read more critically. I hope you become excited about your increasing skills as they lead you into English 1A.

REQUIRED TEXTS AND MATERIALS

1. Three-ring binder for handouts, binder paper
2. Pens, pencils, and highlighters
3. Three manila file folders (to keep components of each essay together)
4. Textbook: *Mindset: The New Psychology of Success* by Carol Dweck
ISBN 978-0345472328
5. Textbook: *What Should We Be Worried About: Real Scenarios* by John Brockman, ed.
ISBN 978-0062296238
6. Textbook: *(Aspiring Thinker's Guide) Guide to Critical Thinking* by Linda Elder and Richard Paul. ISBN 978-0944583418
7. Textbook: *Bedford Handbook*, 9th ed. by Diana Hacker.
ISBN 978-1457608025

HIGHLY RECOMMENDED:

1. College-level dictionary for use in vocabulary exercises
2. Flash drive to save papers and reader-response journals (Email can be substituted—simply email your drafts to your own email address).

COURSEWORK REQUIREMENTS

In-class use of textbooks: Assume that you will always need the *Bedford Handbook* as well as other texts for use in class.

Reader-Response Journals: After your chapter readings in *Mindset*, you will respond to questions about the chapters as homework. Part of the journals will include in-context vocabulary work. These journals are due at the beginning of class on the dates given with the assignment directions.

Grammar: We will study grammar principles throughout the course using the *Bedford Handbook*, with periodic quizzes given in class. We will practice the concepts in class and you will also have practice

grammar quizzes for completion in the Writing Center.

Writing Center: You must complete a total of 22.5 hours in the Writing Center during the semester. During the first week of classes, the Writing Center is not open, but for the second week, our tour of the Writing Center together will count as your first 1.5 hours. Thereafter, you should work on grammar, reading materials, and your essays in the Writing Center for 1.5 hours per week until you have accumulated the full amount. You must have the full number of hours to earn credit for the Writing Center. The grade for it is pass/fail (10% of your final grade).

Essays: Three out-of-class, formal essays of 3-5 pages each, double-spaced. To be graded, each essay must include the following: 1) prewrite; 2) at least two drafts (one first draft and one final draft); 3) tutoring form for second draft; and, 4) peer review. Always keep a printed copy of the final draft for yourself. All parts of the writing process are due together on the due dates given with the essay assignment directions.

Draft Workshops: Each paper will have a required draft workshop day in class during which your *first draft* will be reviewed by at least one peer. **Typed** drafts are required for the workshop process. Absences are not acceptable on draft workshop days unless it is an emergency for which you will have a written note from a doctor or similar authority.

Tutoring: You must have an instructor/tutor conference in the Writing Center for each of the three essays. After our draft workshop, you must revise the essay and take the assignment directions, the first draft, the revised second draft, and the tutor form to the Writing Center for your conference. Fill out the tutor form beforehand to assist the tutor in knowing what you want help with. If you use the Light Center or the LAC tutoring staff, have the tutoring form is filled out and signed by someone on the staff there. A tutoring session is not required but recommended for the summative essay.

Mid-term: This course has no midterm exam.

Final and the Summative Essay: For your final exam, you will choose *one* of your completed three essays for a substantive revision, which will become your summative essay. This summative essay will represent your strongest writing and thinking for the semester to demonstrate your readiness for English 1A. It counts for 20% of your course grade.

GRADING

Letter Grade	% in Grade Book
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

40% Three papers (Essay 1, 50 points; Essay 2, 100 points; and, Essay 3, 200 points; 50 points

- relevant processes such as quizzes about argument and critical thinking
- 20% Reader-Response Journals (10 journals, 20 points each, 200 points total)
- 20% Summative essay (200 points)
- 10% Grammar Quizzes (10 quizzes, 10 points each, 100 points total)
- 10% Writing Center (pass/fail) (0 or 100 points)*

Monitor your grades regularly on the course Web site through **MyCR** (mycr.redwoods.edu), which has your grade book.

*Writing Center: 1) Complete 22.5 hours in the Writing Center; 2) Complete three tutor conferences on your three essays; and, 3) Complete the Practice Grammar Quiz Tracking Sheet. All three parts of the requirement must be met to earn the 10% towards your grade.

POLICIES

Attendance: 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 four (4) absences for the entire semester. If a student misses a fifth class and 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 Week 10, excessive absences will likely result in failure.

College Calendar:

Classes Begin.....	Saturday, Aug 23
All-college Holiday (Labor Day)	Monday, Sep 1
All-college Holiday (Veterans Day)	Monday, Nov 10
All-college Holidays (Thanksgiving).....	Thursday, Nov 27 and Friday, Nov 28
No classes	Saturday, Nov 29
Final Exams.....	Monday, Dec 8 through Saturday, Dec 13*
Classes End	Saturday, Dec 13

*This course will meet on Monday, December 8, at 11:40 a.m. for the return of summative essays (your final turned in the week prior) and information on final grades.

Late Work: Final drafts of all work are due at the beginning of class on the due date. For **unexcused** absences, work will be accepted up to (2) class meetings late with a full grade deduction per class meeting. For **excused** absences, work is due by one class meeting after your return to class. In other words, if you have an assignment due on Monday and are absent with an excuse, return to class on Wednesday, your assignment is due the following class meeting, Monday. Excused absences must have doctor or other outside authority documentation in writing.

Make-up (Grammar Quizzes and Draft Workshop Days): Work cannot be made up for **unexcused** absences. With **excused** absences, it is your responsibility to arrange a makeup exam with me to be held in the ASC section of the library. Draft workshop days can only be made up by arranging to have a classmate agree to review your draft, whether excused or unexcused absence.

Directions for Assignments: Overviews and directions for each week’s work will be provided well in advance of assignment due dates. Longer assignment directions, such as essay papers, will also be provided with more than adequate time for you to prepare in completing them.

Portfolio: Please save all your work this semester. Save printed final drafts of the three papers, as well as the summative essay. At times, I may need to confirm grades recorded or mistakes in recordation may have been made that I will want to correct.

Etiquette: Arrive on time and stay for the entire class meeting. If you come late or leave early (more than 10 minutes), that will count as ½ an absence. If you miss a class, it is your responsibility to find out from another student what you missed by calling someone on your phone list. Prepare for class by having homework finished. Take care of personal needs before entering the classroom. **Turn off your cell phone before entering class.** Cell phones must be put away in backpacks, bags, or purses and not used during class. Laptops and electronic tablets may not be used during class. In class discussion, **listen** respectfully to others, even if you disagree. Then, voice your own thoughts and opinions. Talking is not permitted during exams or quizzes.

While participation in class discussions is not graded, your learning will be supported by doing so. Especially important are questions about concepts we are discussing, such as grammar principles, argumentation, or critical thinking.

Note taking: It is your responsibility to take notes during class. Generally speaking, copy material written on the board, and add your thoughts and questions while the instructor and students are speaking. These notes will help you with quiz preparation, journal completion, and essay writing. Since this course has no class packet, it is important to save all handouts. Handouts are an ideal place for taking notes.

Census (Week 3): If you missed two classes and have not turned in work, you will be dropped in Week 3 on Census Day.

Paper Format: All papers (and all drafts) must be typed. Format directions for MLA (Modern Language Association) will be discussed in class. Handwritten are things like quizzes and paper planning drafts (drafts used to create the first formal draft).

Revision: You are entitled to revise any of your papers this semester for a higher grade. This revision may count both toward the individual paper grade and may be used as your summative essay. 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. Revisions should be completed within one week of the instructor handing the graded work back to you.

Plagiarism: If you obviously plagiarize a paper, you will automatically fail the course. Inadvertent plagiarism—failure to correctly cite outside sources, for example—will result in lower grades, but not course failure. Plagiarism will be discussed further in class.

Turnitin.com: All three papers must be turned into the Turnitin.com website for them to be accepted for grading. Procedures for using Turnitin will be discussed in class.

Emergency Procedures: Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room) and review www.redwoods.edu/safety.asp for information on campus Emergency Procedures.

In the event of 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. (Be aware CR’s lower parking lot and 101 frontage are within the Tsunami Zone).

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. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with “redwoods.edu.”

We will test the system each semester to be sure that you are getting alerts at all of your destinations. Please contact Public Safety, [707-476-4112](tel:707-476-4112), security@redwoods.edu, if you have any questions.

In the event of an earthquake:

During an earthquake, students should "Duck, Cover and Hold On." Duck under your desk if possible. Cover your head to minimize injury in the event of falling articles, and Hold On to something solid so you don't move around out of your safe place. When shaking has stopped, the instructor will direct you to either stay in the room or evacuate. Be aware of aftershocks. In the event of a major quake, there is a strong possibility of tsunamis. The lower (main) parking lot is in the tsunami zone as are all roads leading from the college. Stay in place on high ground.

Peer Contact Name _____ Phone # _____

Peer Contact Name _____ Phone # _____

Note: *This syllabus may be modified during the course of the semester, as needed. If there are corrections or additions, these will be posted on the syllabus calendar, which can be found on the course website.*

Week 1, August 25-29

Date	In-class	Homework
Monday, Aug. 25 Class 1	Discuss syllabus and course requirements	Buy books & materials in the bookstore
	Discuss assignment: Reader-writer autobiography	Write reader-writer autobiography due Wed., 8/27
		Bring student ID for Writing Center next class
Wednesday, Aug. 27 Class 2	<i>Reader-Writer Autobiography due</i>	Read syllabus in preparation for quiz Wed. 9/3
	Writing Center visit	Read "Context Clues"
		Read chapter 1 in <i>Mindset</i>
		Start on Journal #1 due Monday, 9/8
		Essay 1 readings (see Essay 1 directions sheet)
		Bring all handouts & texts to next class meeting

Week 2, September 1-5

Date	In-class	Homework
Monday, Sept. 1 (no class)	HOLIDAY	
Wednesday, Sept. 3 Class 3	<i>SYLLABUS QUIZ</i>	

	Discuss subjects-verbs (<i>Bedford</i> , 47a, 46c, 21a, 21b, 21c, 14a, 14b)	Subject-verb quiz practice in W.C.
	“Context Clues” and interacting with a text discussion (<i>Bedford</i> 4a, 4b)	
	Discuss Essay 1; thesis statement (<i>Bedford</i> 1c)	Prepare planning worksheet Essay 1 due Monday.
	Brief discussion on chapter 1 <i>Mindset</i>	
	Discuss Essay #1 readings	
	Discuss Journal #1 directions	

Week 3, September 8-12

Date	In-class	Homework
Monday, Sept. 8 Class 4	<i>Journal #1 due</i>	Study for subject-verb quiz Wednesday, 9/11.
	Discuss completed Journal #1	Read <i>Bedford</i> 4c on summarizing; 51c and 54 on sources/plagiarism
	Review subjects-verbs	Read <i>Guide to CT</i> page 44
	<i>Essay 1 planning sheet due</i>	Study for subject-verb quiz
	Hand back essay planning sheet	
Wednesday, Sept. 11 Class 5	<i>Subject-verb quiz</i>	Write first draft of Essay 1
	Introduction to clauses	Quiz practice in W.C. (clauses)
	Lamott on first drafts	Read <i>Bedford</i> 49a on clauses
	Citation in-text	

Week 4, September 15-19

Date	In-class	Homework
Monday, Sept. 15 Class 6	Transitions	Read chapter 2 <i>Mindset</i>
	Hand back subject-verb quiz	
Wednesday, Sept. 16 Class 7	<i>First draft of Essay 1 due</i>	Revise draft and see tutor in W.C.
	<i>Draft Workshop Day</i>	Study for clauses quiz
	Discussion of chapter 2 <i>Mindset</i>	

Week 5, September 22-26

Date	In-class	Homework
Monday, Sept. 22 Class 8	<i>Clauses quiz</i>	Fragments practice in W.C.
	<i>Journal #2 due</i>	Read <i>Bedford</i> 19, 19a-c on fragments
	Fragments	
	Discuss Journal #2	
Wednesday, Sept. 24 Class 9	<i>Essay 1 due</i>	Read chapter 3 <i>Mindset</i>
	Introduction to Essay 2	Readings for Essay 2 (see assignment sheet)

	Commonly confused words	Study for fragments quiz

Week 6, September 29-October 3

Date	In-class	Homework
Monday, Sept. 29 Class 10	<i>Fragments quiz</i>	Run-ons practice in W.C.
	Introduction to run-ons	Read <i>Bedford</i> 20, 20a-d run-ons
	Discussion of chapter 3 <i>Mindset</i>	
Wednesday, Oct. 1 Class 11	<i>Journal 3 due</i>	Read chapter 4 <i>Mindset</i>
	Discuss Journal #3	Study for run-ons quiz

Week 7, October 6-10

Date	In-class	Homework
Monday, Oct. 6 Class 12	<i>Run-ons quiz</i>	First draft of Essay 2
	<i>Essay 2 planning worksheet due</i>	
	Planning worksheet returned	
	Discussion of chapter 4 <i>Mindset</i>	
Wednesday, Oct. 8	<i>Journal 4 due</i>	Read chapter 5 <i>Mindset</i>

Class 13		
	Introduction to pronouns	Pronoun practice in W.C.
	Discuss Journal #4	Study for pronouns quiz
		Read <i>Bedford</i> 46b

Week 8, October 13-17

Date	In-class	Homework
Monday, Oct. 13 Class 14	<i>Pronouns quiz</i>	
	Introduction to subject-verb agreement	Subject-verb agreement practice in W.C.
	Discussion of chapter 5 <i>Mindset</i>	Read <i>Bedford</i> 21, all of it
Wednesday, Oct. 15 Class 15	<i>Journal 5 due</i>	Read chapter 6 <i>Mindset</i>
	<i>First draft Essay 2 due</i>	Revise first draft Essay 2
	<i>Draft Workshop</i>	Study for subject-verb agreement quiz

Week 9, October 20-24

Date	In-class	Homework
Monday, Oct. 20	<i>Subject-verb agreement quiz</i>	Read <i>Bedford</i> 22, all of it

Class 16		
	Introduction to pronoun antecedents	Practice pronoun antecedents in W.C.
Wednesday, Oct. 22 Class 17	Essay 2 due	
	Introduction to Essay 3	Readings and research for Essay 3
	Research strategies	Study for pronoun antecedent quiz

Week 10, October 27-31

Date	In-class	Homework
Monday, Oct. 27 Class 18	Pronoun antecedent quiz	
	Introduction to necessary commas	Necessary commas practice in W.C.
	Discussion of chapter 6 <i>Mindset</i>	
Wednesday, Oct. 29 Class 19	Journal 6 due	Read chapter 7 <i>Mindset</i>
	Planning worksheet Essay 3 due	Study for necessary commas quiz
	Return planning worksheet	Read <i>Bedford</i> 32, all of it
	Discuss readings for Essay 3	

Week 11, November 3-7

Date	In-class	Homework
Monday, Nov. 3 Class 20	<i>Necessary commas quiz</i>	Read <i>Bedford</i> 33, all of it
	Discussion of chapter 7 <i>Mindset</i>	
	Research strategies for Essay 3	
Wednesday, Nov. 5 Class 21	<i>Journal 7 due</i>	Read chapter 8 <i>Mindset</i>
	Introduction to unnecessary commas	Practice unnecessary commas in W.C.
	Discussion of <i>Mindset</i>	

Week 12, November 10-14

Date	In-class	Homework
Monday, Nov. 10 No class	HOLIDAY	
Wednesday, Nov. 12 Class 22	<i>Journal 8 due</i>	Study for unnecessary commas quiz
	<i>Draft of Essay 3 due</i>	
	<i>Draft Workshop</i>	

Week 13, November 17-21

Date	In-class	Homework
Monday, Nov. 17 Class 23	<i>Unnecessary commas quiz</i>	Read <i>Bedford</i> 35, 36
	Introduction to colons, apostrophes	Colons, apostrophes practice in W.C.
Wednesday, Nov. 19 Class 24	<i>Essay 3 due</i>	
	Introduction to Summative Essay	Summative essay
	Discuss Journal 9-10	Journal 9-10
		Study for colons, apostrophes quiz

Week 14, November 24-28

Date	In-class	Homework
Monday, Nov. 24 Class 25	<i>Colons, apostrophes quiz</i>	
Wednesday, Nov. 26 Class 26	Summative essay conferences	

Week 15, December 1-5

Date	In-class	Homework
Monday, Dec. 1 Class 27	Summative essay conferences	
Wednesday, Dec. 3 Class 28	<i>Summative essay due</i>	
	<i>Journal 9-10 due</i>	

Week 16, December 8-12

Date	In-class	Homework
Monday, Dec. 8 Class 29	Return of summative essays	

This schedule is subject to modification.