

Syllabus for F2014-English 350-E6169-Kessler	
Semester & Year:	F2014
Course ID and Section Number:	Eng. 350 E6173
Number of Credits/Units:	6 units
Day/Time:	M-Th 1:15-2:30
Location:	HU106
Instructor's Name:	Pam Kessler
Contact Information:	Office location and hours: HUM 108H HRS: M,W 9-10 AM;M,T 2:30-3:30 PM; F by appointment Phone: 707-476-4308 Email: pam-kessler@redwoods.edu
Course Description (catalog description as described in course outline): A pre-collegiate, competency-based course emphasizing the acquisition and integration of basic academic reading and writing skills. Students develop reading strategies necessary for simple academic reading and write extended formal paragraphs and basic expository essays. The lab component of the course is scheduled in the Writing Center/Lab, where students practice basic reading and writing skills and receive essential tutorial support in reading strategies, in writing, and in sentence skills.	
Student Learning Outcomes (as described in course outline) : <ol style="list-style-type: none"> 1. After a close reading of a nonfiction text, write a unified, coherent essay that develops a thesis with general and specific support. 2. Identify the main ideas and their development in academically appropriate nonfiction texts. 3. Adhere to standard English conventions in writing with special attention to sentence boundaries. 4. Employ the Writing Center to support basic academic behavior necessary for college success. 	
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.	

Instructor: Pam Kessler

Phone: 476-4308

Office: HUM108H

Email: pam-kessler@redwoods.edu

Office hours: M,W 9-10; M,T 2:30-3:30; Friday by appointment

My Writing Center hours: W TH 2:50-4:15, TH 11:40-1:05

ENGLISH 350: READING AND WRITING SKILLS

I. TEXTS AND MATERIALS

- A. *English Brushup* 6th edition (required) by John Langan (required)
- B. *Outliers* by Malcolm Gladwell (required and needed immediately)
- C. Eng. 350 Class Packet sold in the CR Bookstore (required and needed immediately)
- D. Thesaurus and a good dictionary (recommended)
- E. Additional materials required:
 1. a large 3-ring loose leaf notebook for the class packet
 2. 2 manila folders (8 $\frac{1}{2}$ " x 11")
 3. 2 100-item Scantron forms
 4. 4 green books for competency exams and reading tests

Save all Bookstore receipts until you are sure that you have bought the correct texts and materials.

II. STUDENT RESPONSIBILITIES

A. **REGULAR CLASS ATTENDANCE.** The English Department requires that you not miss more than two weeks of classes. **If you exceed the allowed eight absences before week 10 or if you are not doing the required work for English 350, you will be dropped from the class, and after week 10, you will fail the class.** Excused absences require medical, legal, or athletic documentation.

B. **REGULAR WRITING CENTER ATTENDANCE.** (Three hours/week in the Writing Center are required.) **A semester's total of 45 hours in the Writing Center, along with assigned work, is required to receive credit and to add 10 points on your overall Eng. 350 grade.** You should attend the WC during your scheduled time.

C. **COMPLETION OF ALL ASSIGNMENTS ON TIME**

D. **PARTICIPATION IN CLASSROOM ACTIVITIES**

III. MAJOR ASSIGNMENTS IN ENG. 350

- A. Two college-level paragraphs
- B. Three essays (one will be a summative essay)
- C. Frequent prewriting and rough draft exercises
- D. Grammar quizzes
- E. Weekly reading logs and annotation or reading workshops for *Outliers*
- F. Weekly reading response journal entries
- G. Reading competency exam and two reading tests

IV. GRADING FOR ENG. 350

A. Writing = 60%

Writing Center, pass/fail = 10%

Summative essay = 15%

Paragraphs and essays = 30%

Grammar quizzes = 5%

B. Reading = 40%

Degrees of Reading Power exam = 10%

Weekly reading logs, annotation and workshops = 12.5%

Weekly reading journals = 12.5%

2 in-class reading tests = 5%

Please take note: According to English Department policy, no extra credit will be given in this class. Your grade will be determined by the assigned work.

HOW CAN YOU SHOW RESPECT FOR THE LEARNING ENVIRONMENT IN OUR CLASS?

- Be early or on time for class. Being frequently late will constitute an absence.
- Come prepared for class with all required materials.
- Take care of personal needs before entering the classroom.
- Leaving and entering the classroom is disruptive, distracting, and disrespectful to others.
- **Please turn off your cell phone before entering the class and remove it from your desk. Out of sight = out of mind**

- If you miss a class, it is your responsibility to find out from another student what was missed, but don't use class time discussing what was missed because of your absence.
- Even if you disagree, please listen respectfully to others. Then you may voice your opinions.
- No talking is permitted during exams or quizzes.
- **Do not text message in class or indulge in other electronic pastimes that distract you, me, and others from learning. I need your full attention for 1 1/4 hour per class.**

** The instructor reserves the right to make changes in the syllabus or assignment schedule as needed.*

A. English 350 Assignments

Please note that homework assignments are DUE on the day they are indicated.

B. Week 1 (8/25-8/28)

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|------------|----|---|
| Monday: | C: | Introduction to course. Sign up for Writing Center hours. WC Orientation visit. |
| Tuesday: | H: | Buy required texts and materials. Read "Introduction to writing" in PKT pp. 57-59. Read "Brainology: Transforming Students' Motivation to Learn" handout. |
| | C: | Introduce the writing process. Introduce the paragraph of examples: definition, assignment, features, student models (PKT pp. 83-91). |
| Wednesday: | H: | Purchase Scantron at CR Bookstore. Read models of paragraphs of examples in PKT. pp. 93-98. Think about topic for paragraph of examples. |
| | C: | Degrees of Reading Power test (required) |
| Thursday: | H: | <u>Preview</u> <i>Outliers</i> by reading all pages before page 3 and front and back covers. What did you learn about the book you are about to read? |
| | C: | Introduce <i>Outliers</i> , reading nonfiction, the reading process, annotation, the reading response journal (RRJ), and the reading log (RL) on pp. 17-21. |

C. Week 2 (9/1-9/4)

- Monday: H: Catch up with week 1 assignments and do work for Tuesday's class.
C: HOLIDAY
- Tuesday: H: **Read and annotate "The Roseto Mystery" and complete the reading log (p.117-118) to be handed in at the beginning of class.** Read about topic sentences in PKT pp. 65-67 and do exercises.
C: **Annotation check of *Outliers* in class.** Discuss "The Roseto Mystery."
Work on topic sentences in class. Paragraph models. Discuss RRJ format pp.17-18 and RRJ questions p.11.
- Wednesday: H: Work on reading response journal questions (PKT. p. 11) for "The Roseto Mystery." **Come to class with topic for examples paragraph.** Read pp. 68-70 in the PKT on details.
C: Discuss topics and complete freewrite. Introduce listing and scratch outline (pp. 61-62). Topic sentences and specific details. Explain planning form p. 89.
- Thursday: H: **Prewrite and planning form for examples paragraph due. RRJ1 due in class.**
C: Discuss RRJ1 and review answers. General and specific support and subtopic sentences.
* **Start hours in Writing Center this week.**
* Read and complete EB chapter tests 1, 3, 5 for Homonyms, pp. 143-152.
Check answers in the EB instructor's edition in the WC. **Record scores p. 249 in PKT.**

KEY:

EB = *English Brushup*

C = material to be covered in class

F. Week 4 (9/15-9/18)

Monday: H: Read and annotate "The 10,000-Hour Rule" in *Outliers* and review questions for RRJ3 on p. 12.

Get WC evaluation of paragraph of examples before Thursday.

C: Sentence skills responsibilities, proofreading, revision. Four bases of good writing PKT pp. 72-75. Quotations.

Tuesday: H: Revise paragraph. **Bring Vocabulary in Context Record Sheet (p. 251) to class for check. Complete reading log (RL) and annotation for "The 10,000-Hour Rule" to be handed in.**

C: Main Ideas. **Do workshop #2** (pp. 37-38) in class to be handed in.

Wednesday: H: Continue to revise paragraph.

C: Apostrophes. Steps 1, 2, & 3 in writing. Four bases of writing continued.

Thursday H: **Paragraph of examples (with proof of writing process) due. RRJ3 due.**

C: Feedback form. Introduce cause or effect paragraph: assignment, features, structure, length, models (pp. 103-120). Discuss RRJ3. Preview next chapter.

G. * Complete WC evaluation (p. 237) before Thursday

* Complete Main Ideas computer exercises in the Writing Center and record scores on page 251 in the PKT.

* Read about Apostrophes in EB and do chapter tests 1, 3, and 5 on pp. 101-112. Correct tests in the WC and record scores on page 249 in PKT.

EB = *English Brushup*

PKT = class packet

RL = reading log

RRJ = Reading Response Journal H = homework

C = class

* = work to be completed anytime during the week, usually in the Writing Center

H. Week 5 (9/22-9/25)

- Monday: H: Read and annotate "The Trouble with Geniuses: Part 1" and review questions for RRJ4. Select topic for cause OR effect paragraph (p. 103).
- C: Paragraph of examples returned; features of c/e paragraph; using support from *Outliers*; apostrophe punctuation;

Tuesday: H: **Complete RL4 and annotation for "The Trouble with Geniuses." Hand in Main Idea record of computer exercises.**

C: More on Main Ideas. **Do workshop #3** (pp. 39-40) in class.

Wednesday: H: **Come to class with a topic for the c/e paragraph and prepared to write.**

C: Do in-class prewrite for c/e paragraph. Subjects, verbs, & prepositions. Paragraph models.

Thursday H: **RRJ 4 due.** Work on paragraph. **Prewrite and planning form due for c/e paragraph.**

C: Specific support; models of paragraphs. Transitions. Preview next chapter.

- * Read EB chapter on Subjects and Verbs and complete tests 1, 3, and 5, pp. 17-26. Check answers in the EB instructor's edition in the WC. Record scores on p. 249 in PKT.
- * No Writing Center work on computers this week.

I. Week 6 (9/29-10/2)

Monday: H: Read and annotate "The Trouble with Geniuses: Part 2" and review questions for RRJ5. Evaluating c/e paragraphs.

C: Review Writing Center conference guide. Review RRJ5 questions. Evaluating c/e paragraphs.

Tuesday: H: Work on c/e paragraph. **RL5 and annotation due in class.**

C: Supporting Details. **Do workshop #4** (pp.41-42) in class.

- Wednesday: H: Prepare draft of c/e paragraph. Bring EB and updated Record Sheet to class.
- C: Sentence Skills responsibilities. More on Subjects & Verbs. **In-class evaluation (p. 109) of c/e paragraph.**
- Thursday H: **RRJ 5 due.** Revise c/e paragraph.
- C: Introduce essay: assignment, definition, models, in-class evaluations, planning form (pp. 123-139). Preview next chapter. S&V.
- * **Have WC evaluation of c/e paragraph done before next Wednesday.**
- * Complete Supporting Details computer exercises and record scores on record sheet p. 251 in PKT).
- * Read EB chapter More about Verbs and complete tests 1, 3, and 5, pp. 27-38. Check answers in WC and record scores on p. 249. Work on Subjects & Verbs in PKT.
- J. Week 7 (10/6-10/9)**
- Monday: H: Revise c/e paragraph. Read and annotate "Harlan, Kentucky" and "Lesson Number Three: The Garment Industry and Meaningful Work" on pp. 139-151. Review questions for RRJ6. Consider a topic for essay #1. Read essay models pp. 149-165.
- C: Review RRJ6. Discuss parts of essay, process for writing essay, writing a thesis, pod and ts's. Proofreading paragraph.
- Tuesday: H: NO RL6 and NO annotation due in class. **Be prepared for Workshop #5. Hand in record of computer exercises for Supporting Details.**
- C: Review Implied Main Ideas. **Do workshop #5 on** "Lesson Number Three" (pp. 43-44) in class.
- Wednesday: H: **C/E paragraph due** (with proof of writing process) Work on determining a topic for the essay. Be prepared for in-class prewriting for essay.

C: Review subjects and verbs; more work on key sentences in the essay; In-class prewriting for essay. Research for essay in class.

Thursday H: **RRJ6 on "Harlan, Kentucky" due.**

C: **Prewrite and planning form (pp. 131-132) for essay due in class.**

Discuss assigned reading. Word choice. Preview next chapter. Subjects & verbs.

* Get WC conference on c/e paragraph this week.

* Complete Implied Main Ideas computer exercises and record scores.

* Read EB chapter on Word Choice and complete tests 1, 3, and 5, pp. 153-162. Check answers and record scores.

K. Week 8 (10/13-10/16)

Monday: H: Read and annotate the **first part** of "The Ethnic Theory of Plane Crashes" on pp. 177-202 and review questions for RRJ7. Study for S&V test.

C: **Quiz: Subject-Verb Identification.**

Planning forms for essay returned and discussed. Introduce phrases and clauses; In-class check of EB and record sheet. Discuss questions for reading test.

Tuesday: H: Continue work on essay. No RL7, no annotation check, and no workshop due in class. Be prepared to discuss reading for RRJ7. **Hand in record of computer exercises for Implied Main Idea.**

C: Relationships and transitions; discuss assigned reading and reading test; Introduce Pick-a-Passage assignment (p. 253) and complete one in class.

Wednesday: H: **Bring draft of one body paragraph to class with thesis and pod.**

C: In-class evaluation of body paragraph.. Development of body paragraphs.
Phrases and clauses

Thursday H: **RRJ 7 due.** Study for reading test on *Outliers*.

C: **In-class reading test on *Outliers***

* Complete **Relationships II** computer exercises, and record scores.

* No EB chapter this week. Work on Phrases and Clauses in PKT.

L. Week 9 (10/20-10/23)

Monday: H: Read the **second part** of the “Ethnic Theory of Plane Crashes” on pp. 202-223 and review questions for RRJ8. Work on body paragraphs.

C: Review questions for RRJ8. Introductions, well-developed BPs. Review reading test #1 results. **In-class evaluation of body paragraphs (p. 133).** Work on clauses and phrases.

Tuesday: H: Make sure that you have read the assigned reading. **Hand in record of computer exercises for Relationships 2. Get WC conference on body paragraphs of essay #1.**

C: More on transitions and patterns of organization. Introduce inferences.
Do workshop #6 (pp. 45-46) in class.

Wednesday: H: Work on essay #1.

C: More on introductions. More practice with phrases and clauses. Reminder about Pick-a-Passage assignment (p. 257).

Thursday H: **RRJ8 is due.** Work on your introduction. **Pick-a-Passage due.**

C: Preview next chapter. More work on the essay. **In-class evaluation of introductory paragraph (p. 136) of the essay.** Discuss conclusion of essay. Review phrases and clauses.

* Read EB chapter on Parallelism, pp. 173-182. Check answers and record scores.

* **Get WC evaluation of essay #1 (only the BPs, thesis, and pod) this week.**

* **Do Pick-A-Passage handout (p. 257) and get WC conference on the essay this week.**

M. Week 10 (10/27-10/30)

Monday: H: Read and annotate "Rice Paddies and Math Tests." Work on the essay. Review phrases and clauses. Bring EB and updated Record Sheet to class.

C: **Quiz: Phrase/Clause Identification. In-class evaluation of conclusion (p. 138) of essay.** Review RRJ9 questions.

Tuesday: H: Make sure that assigned reading is done. Work on final draft of essay. Proofread essay. **Relationships 2 due in class.**

C: **Do workshop #7** (pp. 47-48) in class. More work on inferences.

Wednesday: H: **Essay #1 due in class with proof of writing process.** Work on fragments

C: Parallelism, sentence variety, and sentence combining. Introduce essay #2.

Thursday H: **RRJ9 due. Pick-a-Passage due.**

C: Preview next chapter. Discuss essay #2 (pp. 167-168).

* Complete Inferences computer exercises and record scores.

* Read EB chapter on Fragments and complete tests 1, 3, & 5, pp. 59-70. Check answers and record scores.

* **Do Pick-A-Passage handout (p. 259) and get WC conference on the essay this week.**

N. Week 11 (11/3-11/6)

Monday: H: Read "Marita's Bargain." Review and select a prompt for essay #2.
C: Work on writing thesis statements for essay#2. Fragments. Return essay #1. Suggestions for revision. Preview questions for RRJ10. Parallelism.

Tuesday: H: **Computer exercises for inferences due in class.** Make sure that you have read "Marita's Bargain." **Select prompt for essay#2.**
C: Do reading workshop#8 (pp. 49-50) to be done in class. Purpose and Tone. In-class research in *Outliers* for essay#2. **EB check.** Fragments.

Wednesday: H: Work on essay#2, RRJ10, and Pick-a-Passage.
C: **Fragment Quiz.** In-class prewrite for essay#2. Work on planning form and prewrite in class.

Thursday H: Finish planning form and prewrite for essay#2 and RRJ10.
C: **RRJ10 and Pick-a-Passage due.** Review criteria for passing Eng. 350. Begin review of run-on and comma splice. Preview next and last chapter in *Outliers*. **Planning form and prewrite for essay#2 due in class.**

* **Get WC conference on Pick-a-Passage sometime this week.**

* Complete Purpose and Tone computer exercises and record scores.

* Read EB chapter on Run-ons and complete tests 1, 3, & 5, pp. 71-80. Check answers and record scores.

* **Do you have 30 hours in the WC?**

O. Week 12 (11/10-11/13)

Monday: H: Read "The Jamaican Story" and Acknowledgments on pp. 297-299.

C: HOLIDAY

Tuesday: H: **Computer exercises for Purpose and Tone due in class.** Make sure that you have done the assigned reading.

C: **Reading workshop #9 on "The Jamaican Story" to be done in class.**
Argument. **EB check.** Planning form for essay#2 returned. Preview questions for RRJ11. CS and R/O review

Wednesday: H: Work on body paragraphs

C: Using transitions and academic moves in essay#2. CS and R/O. Work on essay#2. CS and Ro review.

Thursday: H: Work on RRJ11 and Pick-a-Passage and body paragraphs.

C: **RRJ11 due. Pick-a-Passage due.** Discuss *Outliers*. **In-class evaluation of body paragraphs.**

* Complete Argument computer exercises and record scores.

* Read EB chapter on Commas and complete tests **1, 2, & 5**, pp. 91-100. Check answers and record scores.

* Get WC conference on Pick-a-Passage this week.

* Get WC conference on body paragraphs early next week.

P. Week 13 (11/17-11/20)

- Monday: H: Work on introductory and concluding paragraphs.
C: Improving essay #2. **In-class evaluation of introduction for essay#2.**
- Tuesday: H: Work on essay #2 and concluding paragraph.
C: **EB check. Computer exercises for Argument due in class.** CS and R/O.
- Wednesday: H: Work on essay #2. Study for cs/ro quiz
C: **Quiz: CS and R/O. In-class evaluation of concluding paragraph.** Comma punctuation. Begin explanation of summative essay revision.
- Thursday H: Finish revising and proofreading essay #2.
C: **Essay #2 due in class.** Steps in summative essay revision. Commas.

- * **Check hours in WC (36 hours by end of week)**
- * Check that WC assignments are up-to-date. Catch up on Pick-a-Passage conferences if necessary.
- * No EB or computer exercises this week. Catch up on these exercises.

Q. Week 14 (11/24-11/27)

- Monday: H: Select essay to revise.

C: Essay#2 returned. Begin summative essay revision. Commas.

Tuesday: H: Summative essay revision

C: **DRP practice #1.** Start work on summative essay revision.

Wednesday: H: Summative essay revision

C: Commas. Continue work on summative essay.

Thursday H: Work on summative essay revision.

C: HAPPY THANKSGIVING

* Complete EB Combined Mastery Tests 1, 3, & 7, pp. 231-237. Check answers and record scores.

* **Do you have at least 39 hours in the WC? Will you have 45 hours by the end of week 16?**

* **Get WC conference to help with summative essay revision by next Tuesday.**

R. Week 15 (12-12/4)

Monday: H: Prepare summative revision. **Get WC conference on summative essay by Tuesday.**

C: Commas. Next step in revision.

Tuesday: H: Work on summative revision

C: **Questions for Reading test #2 will be given out.** Commas. **DRP practice #2.**

More work on summative essay.

Wednesday: H: Study for comma test. Work on summative revision. Check to see that all Writing Center requirements are complete: (45 hours; 6 conference forms; all WC assignments; EB and TS record Sheets)

C: **Comma test.** Final tips on summative revision.

Thursday C: **DRP reading competency exam. Bring Scantron and #2 pencil.**

Summative revision due in class.

Revisions of compositions will not be accepted after Friday, December 5.

- * Complete EB Editing Tests 1, 3, & 5, pp. 243-247. Check answers and record scores.
- * WC is open during Finals Week, and your hours will be recorded.
- * **Get WC conference on summative revision.**

S. Week 16 (12/8-12/11)

During Finals Week regular classes do not meet. Come only when your exams are scheduled. Note that exam sessions are two hours long and may start earlier or later than your regular class time.

Bring TS and EB record sheets and EB text to class to be checked.

Reading Test #2 will be on the second half of *Outliers*.

Bring *Outliers*, a green book, and your notes.

Final Exam for 10:05 class:

Final exam for 1:20 class: