

<b>Syllabus for: English 350</b>	
<b>Semester &amp; Year:</b>	Fall 2014
<b>Course ID and Section Number:</b>	English 350 E6174: Integrating Reading and Writing Skills
<b>Number of Credits/Units:</b>	6
<b>Day/Time:</b>	MTWR 2:50 to 4:05
<b>Location:</b>	Hu 106
<b>Instructor's Name:</b>	Deborah Dixon
<b>Contact Information:</b>	Email: <a href="mailto:deborah-dixon@redwoods.edu">deborah-dixon@redwoods.edu</a>
<b>Catalogue Description:</b> A competency-based course emphasizing the integration of academic reading and writing skills. Students develop reading strategies necessary for academic reading and write extended formal paragraphs and reading-based expository essays. The lab component is scheduled in the Writing Center where students receive essential tutorial support in reading, writing, and sentence skills	
<b>Student Learning Outcomes:</b>	
<ol style="list-style-type: none"> <li>1. After a close reading of a nonfiction text, write a unified, coherent essay that develops a thesis with general and specific support.</li> <li>2. Identify the main ideas and their development in academically appropriate nonfiction texts.</li> <li>3. Adhere to standard English conventions in writing with special attention to sentence boundaries.</li> <li>4. Employ the Writing Center to support basic academic behavior necessary to college success.</li> </ol>	
<b>Special accommodations:</b> 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.	
<b>Academic Misconduct:</b> 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>The student code of conduct is available on the College of the Redwoods website at:  <a href="http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf">http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf</a></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>	
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.	

## Required Texts and Materials

- ❑ *English Brushup* -- John Langan
- ❑ *Outliers* by Malcolm Gladwell [\$11 on Amazon, also used \$5-6]
- ❑ English 350 class packet: Deborah Dixon
- ❑ Two 100-item Scantron forms
- ❑ 2 Green Books (essay exam booklets)
- ❑ diskette or memory stick (required)
- ❑ A large 3-ring loose-leaf binder and 2 pocket folders, 3 section dividers
- ❑ 2-4 highlighter pens in different colors.
- ❑ \*Recommended: Thesaurus and a good dictionary

Final Exam:

### Class Policies

Every two weeks a new schedule of assignments and tests will be handed out on Thursday. It is your responsibility to read your schedule daily and to complete each assignment in a thoughtful and timely manner. I accept late work and revisions on all assignments (except quizzes and tests). You have a one week grace period for late work; after that you will receive a 0.

**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 sessions of each class in which they are enrolled. Census is September 8th. 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 and actively participate. Students may not miss more than two weeks of class. For instance, our class meets four days a week; therefore, any more than eight absences for the semester would be considered “excessive.” You must also be attending the Writing Center and turning in assignments. If a student exceeds the limit on absences before week 11 of the semester, the instructor will notify the student that he or she has been dropped. After week 10, excessive absences will likely result in failure. The last date to withdraw from a class is . Also, please note that both a grade of F and W count as attempts (see New Repeatability Rules below).

**Late Paper and Exam Policy.** Papers are to be handed in on time. If you have a challenge meeting a deadline, please talk to me. I will accept late papers, but be aware that once you start down that road it is likely you will have great difficulty catching up, for the work and assignments continue. All tests must be taken on the day given. However, if you have a legitimate excuse for missing the test, you may make it up. It is your responsibility to contact me for a makeup test. Make-up tests are taken in the ASC (Academic Support Center, located in the LRC). All make-up tests must be completed within one week. It is your responsibility to know which test you are there to take and what the deadline is. If you miss more than two exams/quizzes, you will need a documented legal or medical excuse in order to receive a make-up test.

**Rewrites** on paragraph and essay assignments are strongly encouraged, although they are optional. Rewrites provide you with an opportunity to improve a grade you are displeased with and to learn from correcting your mistakes. However, there must be evidence of substantial revision work done as well as an additional conference with a writing tutor. **Save** all your typed work on a disk or memory stick—it makes it much easier to revise and make corrections.

**New Repeatability Rules:** English 350 can only be taken 3 times. If you receive a D, F, or W in this class you will only be allowed to repeat it 2 more times. If you are repeating this course, be aware that previous attempts count.

**Writing Center Attendance.** Three hours per week in the Writing Center is required. A semester's total of 45 hours in the Writing Center is required to receive credit. You will have regularly scheduled hours in the Writing Center. The Writing Center is not a drop-in study hall. It is a part of your English 350 class and should be attended at the same time every week. You will have scheduled alternate hours to attend if you are occasionally unable to attend at your regularly scheduled hours.

Probably the most important step you can take to guarantee your success in English 350 is regular attendance in the Writing Center. Make it a part of your daily routine as a serious student. You do not have to pass this class alone; help is available—instructors, peer tutors, computer experts, fellow students, computers, printers, reference books and textbooks—in the Writing Center. Remember, if you get behind in your hours, at some point you will have to increase your hours in the WC to make it up. And the further behind you get, the less likely it is that you will ever catch up.

You are receiving English class credit for your hours in the Writing Center, so you must spend that time on English assignments: English Brush up, writing papers and reading response logs, conferences on papers, grammar or reading, studying for tests, or reading Outliers. The Writing Center is worth 10% of your total grade. It is pass/fail. You must have 45 hours, 4 writing conferences and all lab work completed in order to get credit. This 10% can make the difference in passing or failing the class.

**Academic Decorum.** Be early or on time for class. Come prepared. Take care of personal needs before class. Leaving and reentering the classroom is disruptive, distracting, and disrespectful to others. Please do not walk in front of me when I am talking. If you absolutely must leave briefly, wait until there is an appropriate, non-disruptive moment. If, for a legitimate reason, you must leave class early, you **MUST** discuss this with me **BEFORE** class. It is not okay simply to get up and leave the class room.

**No eating in the classroom.** Inappropriate language, cursing, racial, ethnic, sexist, or heterosexist epithets will not be tolerated. No talking is permitted during exams or quizzes. If you finish early, turn your exam paper over and read a book.

**Turn off and put away your cell phones.** Remove ear buds. 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* (2009-2010 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). Keep all electronic devices out of sight during class. If you are suspended from class, you will receive a zero for any work missed. Electronic devices and digital distractions are detrimental to our learning environment and your success.

**MyCR:** Each student has a college email account. This is the address used by the college and instructors to contact you. Please check this email account daily. In addition, there are several assignments and helpful handouts that will be available only on MyCR. You can access our class site using the first part of your college email (bbaggins111) and your password which is your birthday (011481). This class (and all English classes) uses the MLA format for papers. A template for this format is posted on MyCr under “Assignments.” Download this format to your computer and use it for every paper for this class. Also, other materials and handouts may be posted as needed on MyCR for you to download and print for class. **Notebooks:** You must have a 3-ring binder for this class. The class packet is 3-hole punched for the notebook. It is **essential** that you have a notebook containing the packet and **all** class work. Being organized is your first step to successful completion of English 350. File your work daily and it will always be easily found when needed. You need to set up three sections: Writing, Sentence Skills, Reading.

**Grading:** Record your grades on the Student Grade Sheet provided for you. Keep track of your progress. The instructor uses letter grades and grade points for all assignments:

A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D = 1 F = 0

Writing = 60%

10% Writing Center (pass/fail) (45 hours + 4 writing conferences)

30% Paragraphs and Essays

15% Summative Essay (A revision process and paper)

5% Sentence Skills Quizzes (grammar)

Reading = 40%

10% Degrees of Reading Power test

12.5% Weekly Reading Workshops

12.5% Weekly source-based writing assignments

5% Reading tests

## **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](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. (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](http://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](mailto:security@redwoods.edu), if you have any questions.

## **English 350 Assignments**

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

### **Week 1 (August 25-28)**

Monday: C: Course Introduction. Writing Center Orientation.

Tuesday: H: Buy required texts and supplies.

C: Introduction to writing process.

Wednesday H: Read Packet pages .

C: Expository Writing.

Thursday H: Bring scantron and pencil.

C: Degrees of Reading Power Pretest

### **Week 2 (September 1-4)**

Monday: H: Begin work in EB book. Quickwrite #3 due (page )

C: Holiday

Tuesday: H: Read Introduction of *Outliers*.

C: Introduction to Reading.

Wednesday: H: Complete reading log.

C: More on Expository Writing.

Thursday: H: Complete Vocabulary in Context & ETs for Introduction.

C: Introduce Examples paragraph.

\* Start regular attendance 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.

**KEY:** EB = *English Brushup*

PKT = class packet

C = material to be covered in class

RCQ = Reading Comprehension Questions

H = homework

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

### **Week 3 (September 8-11)**

Monday: H: Topic due for Examples Paragraph. Bring composition folder to class.

C: Prewriting for paragraph.

Tuesday: H: Bring Outliers to class. Reading Synthesis Worksheet due.

C: Reading workshop on Chapter 1.

Wednesday: H:  
C: Work on Examples paragraph.

Thursday H: Vocabulary in Context & ETs for Ch. 1 due.  
C: Outlining the paragraph.

- \* Read about Capital Letters and Quotations in EB. Do chapter tests 1, 3, and 5, pp. 133-142 and 113-122. Correct tests in the WC and record scores.
- \* **Do you have 6 hours in the WC?**

#### **Week 4 (September 15-18)**

Monday: H: **Typed draft for peer review.**  
C: Peer Review.

Tuesday: H: Continue to revise paragraph of examples. Read *Outliers*, Chapter 2. Complete Synthesis Worksheet.  
C: Reading Workshop on Chapter 2.

Wednesday: H: Vocabulary in Context & ETs for Chapter 2 due Thursday.  
C: Apostrophes.

Thursday H: **Examples paragraph (with proof of writing process) due.**  
C: Introduce Paragraph of Cause & Effect. Topic Brainstorming.

- \* **Complete WC evaluation before Thursday**
- \* Read about Apostrophes in EB and do chapter tests 1, 3, and 5, pp. 101-112. Correct tests in the WC and record scores.

EB = *English Brushup*                      PKT = class packet                      RCQ = Reading Comprehension Questions

H = homework                      C = class

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

### **Week 5 (September 22-25)**

Monday:                      H:                      Select topic for paragraph of cause & effect. Complete Quickwrite p 57.

C:                      Complete prewrite for **paragraph of cause & effect due (p 59). Bring  
Revision folder.**

Tuesday:                      H:                      Read Chapter 3 and complete Synthesis Worksheet.

C:                      Reading Workshop on Chapter 3.

Wednesday:                      H:                      Work on paragraph.

C:                      Subjects, verbs, & prepositions. Planning forms.

Thursday                      H:                      Vocabulary in Context & ETs for Ch 3 due.

C:                      Specific support; models of paragraphs. Planning form returned. Outline.

- \* Pick-a-Passage #1. Turn in when complete.
- \* 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.
- \* **Do you have 12 hours in the WC?**

### **Week 6      (September 29-October 2)**

- Monday:      H:      Complete outline. Write first draft of C & E Paragraph.
- C:      Practice in Organization & Coherence.
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- Tuesday:     H:      Work on paragraph. Read Outliers Chapter 4 and complete Synthesis Worksheet.
- C:      Reading Workshop on Chapter 4.
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- Wednesday: H:      **Bring draft of cause & effect paragraph for in-class peer response.**
- English Brushup book and score sheet due—Weeks 1-5.**
- C:      In-class evaluation of paragraph. Review conference guide.
- More on Subjects & Verbs.
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- Thursday:    H:      Vocabulary in Context & ETs for Chapter 4 due. Paragraph of Cause & Effect (with proof of writing process) due next Tuesday.
- C:      Introduce Essay #1: assignment, definition, models.      Brainstorming.

- \* Pick-a-Passage #2.
- \* **Have WC evaluation of cause & effect paragraph by next Monday.**
- \* Read EB chapter More about Verbs and complete tests 1, 3, and 5, pp. 27-38 Check answers in WC and record scores.



Tuesday: H: Work on Introduction. Type it up.  
C: Reading Workshop on Part One. Handout Reading Test 1.

Wednesday: H: Prepare for Reading Test  
C: Writing an Introduction and Conclusion.

Thursday H: Typed draft of Essay #1 (all 4 paragraphs due).  
C: READING TEST 1. Bring *Outliers* and Test handout.

- \* Make sure all Reading Response Logs, Annotation, and RCQs for Part One are completed. Part One assignments will not be accepted after .
- \* No EB chapter this week.

### **Week 9 ( October 20-23)**

Monday: H:  
C: Return Essay #1 draft; discuss revision.

Tuesday: H: Read Chapter 6. Complete Synthesis Worksheet.  
Revise Essay #1. Then get a writing center conference.  
C: Reading Workshop: Chapter 6.

Wednesday: H: Write a 250 –300 word summary of the chapter 6. Work on Essay #1.  
C: Introduce Essay #2. More practice with phrases and clauses.

Thursday H: Get Writing Center Conference and revise Essay #1.  
Vocabulary in Context & ETs for Ch. 6.  
C: Phrases and Clauses.

\* Pick-a-Passage #4.

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

\* **Do you have 24 hours in the WC?**

### **Week 10 (October 27-30)**

Monday: H: Topic and Quickwrite due for Essay #2 completed.  
C: Phrases and Clauses. Graphic Organizer.

Tuesday: H: **Essay #1 due (with proof of writing process) due.** Read *Outliers* Chapter 7 and complete Synthesis Worksheet.  
C: **Reading Workshop on Chapter 7.**

Wednesday: H: Typed Outline Chapter 7 due.  
C: Review phrases and clauses. Planning form for Essay #2.

Thursday H: Vocabulary in Context & ETs for Ch. 7 due.  
Bring EB and updated Record Sheet to class.

C: **Quiz: Phrase/Clause Identification.** RCQ Chapter 7.

\* Pick-a-Passage #5.

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

### **Week 11 (November 3-6)**

Monday: H: **Bring typed draft of essay** (thesis/POD/body paragraphs only) **to class.**

C: In-class evaluation of essay (body paragraphs only).

Ideas for introductions and conclusions; tips for revising: review integrating quotations and paraphrase.

Tuesday: H: Read Chapter 8 of *Outliers* and complete Synthesis Worksheet.

C: Reading Workshop Chapter 8.

Wednesday: H: Typed Outline for Chapter 8 due.

**Bring draft of introduction and conclusion to class.**

C: In-class evaluation of introduction and conclusion.

Thursday: H: Continue to revise essay. Vocabulary in Context & ETs for Ch. 8.

C: Identifying and Correcting Sentence Fragments.

- \* **Get WC evaluation of essay sometime this week.**
- \* 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?**

### **Week 12 (November 10-13)**

Monday: H: Read Chapter 9 in *Outliers* and complete Synthesis Worksheet.  
 C: Reading workshop on Chapter 9.

Tuesday: H: Typed outline for Chapter 9  
 C: Holiday

Wednesday: H: Bring EB and updated Record Sheet to class.  
 C: **Quiz: Sentence Fragments.**

Thursday H: Vocabulary in Context & ETs for Ch. 9.  
**Essay #2 (with proof of writing process) due in class.**  
 C: Introduce comma splices and run-on sentences.

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

### **Week 13 (November 17-20)**

Monday: H: Read Epilogue—no writing assignments for this chapter.  
C: Explain Summative Essay Assignment.

Tuesday: H: Choose essay for revision.  
C: **Reading workshop on Epilogue.**

Wednesday: H: Summative Essay  
C: Revision workshop.

Thursday H: Summative Essay  
C: Revision workshop. Work on comma splices and run-on sentences

\* Check hours in WC (36 hours by end of week)

\* Check that WC assignments are up-to-date

\* No EB chapter this week.

### **Week 14 (November 24-27)**

Monday: H: Summative Essay  
C: Revision workshop.

Tuesday: H: Summative Essay  
C: Revision workshop.

Wednesday: H: Completed EB book and score sheet due **Last day for late work.**  
C: **Run-on Quiz.**

Thursday H: Summative Essay  
C: Holiday

\* 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?**

### **Week 15 (December 1-4)**

Monday: H: Writing Center Conference on Summative Essay.  
C: Receive Reading Test II.

Tuesday: H: Summative Essay.  
C: Revision workshop.

Wednesday: H: Check to see that all Writing Center requirements are complete:

(45 hours; all WC assignments; EB Record Sheets)

C: Revision workshop.

Thursday H: Summative Essay due.

C: **Degrees of Reading Power Exam. Bring Scantron form and #2 pencil to class.**  
**Turn in completed EB score sheet.**

\* Complete EB Editing Tests 1, 3, & 5, pp. 243-247. Check answers and record scores.

\* **Next week is the last to earn Writing Center hours.** (WC is open during Finals Week.)

### **Week 16 (December 8-11)**

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.

#### **Final Exam:**

**Reading Test II. Bring *Outliers* and Reading test with notes.**

