

English 150	
Semester & Year:	Fall 2014
Course ID and Section Number:	ENGL-150-E6141
Number of Credits/Units:	3.5
Day/Time:	MW 1:15-2:40
Location:	Learning Resource Center 105
Instructor's Name:	Dr. Sean Herrera-Thomas
Contact Information:	Office location and hours: Science 216F, Th 10:05-1:05 Phone: (707) 476-4324 Email: sean-herrerathomas@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 this 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 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.	

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.

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). (last sentence may be deleted from Del Norte syllabi)

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, security@redwoods.edu, if you have any questions.

Miscellaneous Requirements and Policies

Required Texts	1. Graff and Birkenstein. <i>They Say/I Say</i> . 3 rd edition 2. Barnet and Bedau. <i>Contemporary and Classic Arguments</i> . 2 nd edition. 3. Mayhall. <i>Argumentative Essay</i> (Bar Chart) 4. Solove. <i>Nothing to Hide: The False Tradeoff between Privacy and Security</i> .
Required Materials	1. A notebook for your reading and writing notes. 2. A binder to keep all of the course materials in one place. 3. Reliable internet access to complete the weekly online quizzes. 4. A user account with Turnitin.com (Class ID: 7549710 Password: surfperch)
Turnitin.com	The English Department requires all English 1A students to submit their essays to Turnitin.com, which scans them for previously written or published material. Please note that I will review all apparent cases of academic dishonesty with the student and, if necessary, the appropriate administrative officials. Using another person's written work or ideas without proper attribution will result in a failing grade on the assignment and, possibly, an F in the course and academic probation.
Extra Credit	The English Department at College of the Redwoods mandates that no "extra credit" be awarded in English courses. If you are concerned about maximizing your points earned this semester, I heartily encourage you to give your best effort in each assignment and to be willing to revise your essays in response to feedback from your peers and instructor and tutors in the Writing Center.
Classroom Conduct	The content of our reading assignments and class discussions will involve a variety of important and compelling personal and social issues that are inherently mature in their subject matter and that resonate deeply with individuals in our class. Please be aware that this course examines adult human experiences through the lens of academic discourse. Also, please remember to treat your classmates and instructor

in a courteous, sensitive, and respectful manner. Any student who violates CR's Code of Student Conduct will be sanctioned in accordance with school guidelines.

Please note that "texting" or other inappropriate electronic activities during class will result in your being temporarily suspended from class and referred to campus disciplinary authorities. Please turn off cell phones before entering the class. I will enforce a "zero-tolerance" policy for the use of any such distracting devices.

Attendance

The English Department Attendance Policy
 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 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.

Late- and missed-work policies
 All work is due on the date specified on the syllabus or assignment sheet. If you are absent from class on the due date, late papers will be accepted without penalty only if the absence is excused. Likewise, missed quizzes, tests, and in-class assignments may be made up only if the absence is excused or due to an emergency. Excused absences require written medical, legal, or athletic documentation.

In the event that you do miss class, you are responsible for checking with your classmates to determine what concepts, issues and material I discussed during your absence. Please note that a significant proportion of the course content will only be available in class lectures, presentation and discussions, and that your knowledge of this material will be assessed throughout the semester.

Course Work and Grading

Writing

You will complete four argumentative out-of-class essays this semester. Three of your out-of-class essays will follow a three-part process of development. You will first be required to write an inquiry draft in which you explore the various questions, problems, or issues emerge from our reading and discussion of a particular subject. The second draft phase will ask you to construct a thesis-driven draft that deals with one central line of inquiry or analysis that develops from your inquiry draft. The third step in the writing process—the one that will produce the final draft—will ask you to take care of the reader's needs by revising your previous draft with a clear sense of purpose, attentiveness to your audience, reasoned support of your argument. At the beginning of this third step, you will be required to complete a writing conference in the Writing Center to help you develop a plan for revision. The fourth essay will be an out-of-class summative writing sample essay. Lastly, you will also complete two timed in-class essays papers that will comprise the midterm and final examinations.

Reading

It is important to engage active, analytical reading skills when preparing for class. By active reading, I mean approaching the text with the intention of breaking it down into its various parts. Underlining key terms, commenting in the margins next to important points, and striving to understand not only the author's message but also her purpose are all essential techniques of active reading. Analytical reading, in my mind, additionally attempts to evaluate the rhetorical maneuvers in

a text, as well how well it uses credible and compelling support and acceptable forms of reasoning in unfolding its argument. This approach to texts seeks to understand the strategies that writers deploy in trying to accomplish the goal of moving readers closer to accepting their ideas. Why does the author use this kind of example to support her claim? What is he trying to appeal to in the reader, a sense of fear, pity, or responsibility? Does this particular argument have a broader purpose than this single article suggests? These are basic questions you can ask about a writer's strategies. Ultimately, also, reading actively and strategically will allow you to critically analyze arguments presented to you and thereby help you develop your own strategies for effectively engaging with the claims made by others.

Quizzes

In addition to your essays, you will be required to complete two short quizzes each week on MyCR. One quiz will be devoted to the analytical reading assignments and one will test you on the writing conventions material.

Participation

This course is conducted as a writing and reading workshop, and as such it will require your consistent engagement and participation. If you expect to sit passively in class and not take an active role in our collaborative work, then this class is not for you. We all have different strengths and varied experiences, perspectives, and identities to draw from in making our work together stimulating and worthwhile. For this reason, each person's contributions to class are valuable. In order to be prepared to participate, you must come to each class session with reading notes or your annotated texts and a conscientious response to the material that you are ready to share.

Summative Essay

Twenty percent of your overall grade in the class will be based upon the quality of your summative writing sample essay.

Writing Center

You are required to complete 22.5 hours of study in the Writing Center this semester, and this work will count for 10% percent of your overall grade. In order to receive credit for this component of the course, you are required to complete no less than one conference with Writing Center staff on each of the four out-of-class essays. In addition to the one-on-one tutorial work on your essays, I expect you to use your Writing Center time productively by completing the sequence of readings listed under the heading "Writing Conventions" in our class schedule and asking for one-on-one help on this material as needed.

Grading

6 Reading Annotations	120 points	10%
6 Writing Conventions Quizzes	120 points	10%
3 Essays	360 points	30%
1 Summative Writing Sample	240 points	20%
Writing Center	120 points	10%
Active Class Participation	60 points	5%
1 Midterm	90 points	7.5%
1 Final Exam	90 points	7.5%

Schedule of Assignments and Activities*

*Please note this schedule is subject to change at the professor's discretion

Date	Class Preparation Reading	Writing Center Reading	Other Due Dates
Week One			
8.25			
8.27			
Week Two			
9.3	Read before class: "Analyzing Arguments," C&CA, pp 1-23	Read "Preface"; "Introduction." TS/IS, pp. xvi-16 AND "I Take Your Point." TS/IS, pp. 163-166	
Week Three			
9.8	Read before class: "Writing Arguments," C&CA, pp 24-56.	Read "They Say"; "Her Point Is." TS/IS, pp. 19-41	
9.10	Read before class: "The Undercover Parent"; "Why Asking for a Job Applicant's Facebook Password is Fair Game"; "The Boston Photographs." C&CA, pp. 65-77		First annotation due in class
Week Four			
9.15	Read before class: "The Death Penalty: Is It Ever Justified?" C&CA, pp. 126-142	Read "As He Himself Puts It"; "Yes/No/Okay, But"; "And Yet." TS/IS, pp. 42-77 AND "IMHO." TS/IS, pp. 167-172	First writing conventions quiz
9.17	"Facebook: How Has Social Networking Changed How We Relate to Others?" CC&A, pp 166-176		
Week Five			
9.22	"Immigration: What Is to Be Done?" CC&A, pp 184-197.	Read "Skeptics May Object"; "So What? Who Cares?" TS/IS, pp. 78-102	Essay #1 due
9.24	"Genetic Modification of Human Beings: Is It Acceptable?" C&CA, pp. 177-183		Second annotation due in class
Week Six			
9.29	Read before class: "Introduction"; "The Nothing to Hide Argument." NH, pp. 1-32	Read "As A Result"; "Ain't So / Is Not"; "But Don't Get Me Wrong"; "He Says Contends." TS/IS, pp. 105-162	Second writing conventions quiz
10.1	Read before class: "The All-or-Nothing Fallacy"; "The Danger of Deference"; "Why Privacy Isn't Merely an Individual Right." NH, pp. 33-52		
Week Seven			
10.6	Read before class: "The Pendulum Argument"; "The National-Security Argument." NH, pp. 55-70	Read "What's Motivating This Writer?" TS/IS, pp 173-183	
10.8	Read before class: "The Problem with Dissolving the Crime-Espionage Distinction"; "The War-Powers Argument and the Rule of Law." NH, pp. 71-90		Third annotation due in class
Week Eight			
10.13	"The Fourth Amendment and the Secrecy Paradigm"; "The Third Party Doctrine and Digital Dossiers." NH, pp. 93-110	Read "The Data Suggest." TS/IS, pp. 202-220.	Third writing conventions quiz
10.15	"The Failure of Looking for a Reasonable Expectation of Privacy"; "The Suspicionless-		Essay #2 due

	Searches Argument.” <i>NH</i> , pp. 111-133.		
Week Nine			
10.20	“Should We Keep the Exclusionary Rule?”; “The First Amendment as Criminal Procedure.” <i>NH</i> , pp. 134-152	Read “Analyze This.” <i>TS/IS</i> , pp. 221-238.	Midterm
10.22	“Will Repealing the Patriot Act Restore Our Privacy?”; “The Law-and-Technology Problem and the Leave-It-to-the-Legislature Argument.” <i>NH</i> , pp. 155-173		Fourth annotation due in class
Week Ten			
10.27	“Video Surveillance and the No-Privacy-in-Public Argument”; “Should the Government Engage in Data Mining?” <i>NH</i> , pp. 174-198	“Major Sentece Errors” <i>Practical Mechanics</i> (on the Writing Center computers.)	Fourth writing conventions quiz
10.29	“The Luddite Argument, the <i>Titanic</i> Phenomenon, and the Fix-a-Problem Strategy”; “Conclusion.” <i>NH</i> , pp. 199-210.		
Week Eleven			
11.3	“Drugs: Should Their Sale and Use Be Legalized?” <i>C&CA</i> , pp. 143-165	“Common Minor Errors” <i>Practical Mechanics</i> (on the Writing Center computers.)	Essay #3 due
11.5	“A College Education: What Is Its Purpose?” <i>C&CA</i> , pp. 109-125		Fifth annotation due in class
Week Twelve			
11.12	“Crito”; “Myth of the Cave.” <i>C&CA</i> , pp 233-256.	“Punctuation” <i>Practical Mechanics</i> (on the Writing Center computers.)	Fifth writing conventions quiz
Week Thirteen			
11.17	“A Modest Proposal.” <i>C&CA</i> , pp. 257-265.	“Occasional Minor Errors” <i>Practical Mechanics</i> (on the Writing Center computers.)	
11.19	“The Declaration of Independence”; “Declarations of Sentiments and Resolutions.” <i>C&CA</i> , pp. 265-275		Sixth annotation due in class
Week Fourteen			
11.24	“I Have a Dream.” <i>C&CA</i> , pp. 288-292	“Grammar Foundations” <i>Practical Mechanics</i> (on the Writing Center computers.)	Sixth writing conventions quiz
11.26	“Letter from Birmingham Jail.” <i>C&CA</i> , pp. 293-309		
Week Fifteen			
12.1	“The (Futile) Pursuit of the American Dream.” <i>TS/IS</i> , pp. 260-271		Summative Writing Sample due
12.3			
Finals Week			
12.10			Final Exam