

<b>Syllabus for: English 102</b>	
<b>Semester &amp; Year:</b>	Spring 2015
<b>Course ID and Section Number:</b>	Eng102 E6817
<b>Number of Credits/Units:</b>	4.5
<b>Day/Time:</b> <b>Location:</b>	MW 11:40-1:45 HU 106
<b>Instructor's Name:</b>	Jay Scrivner
<b>Contact Information:</b>	Office location and hours: : FM108 M 1:45-2:45; W 8:45-9:45; or by appointment Writing Center: M 8:30-9:55 Email: jay-scrivner@redwoods.edu
<b>Student Learning Outcomes:</b>	
<ol style="list-style-type: none"> <li>1. Develop a thesis-driven argument appropriate to an academic audience.</li> <li>2. Critically read and respond to argumentative texts.</li> <li>3. Generate and organize general and specific support for a thesis.</li> <li>4. Lab: Use feedback to support reflective learning, academic inquiry, reading, writing, revision, grammar and proofreading skills.</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.	
The student code of conduct is available on the College of the Redwoods website at: <a href="http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf">http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf</a>	
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.	

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It doesn't matter what you learn when you learn it in a structure that can expand into other structures.

--Northrop Frye

### **Required Texts and Materials**

--*English 102* Course Packet. Available only at the CR bookstore.

--*The Nurture Assumption*, Judith Rich Harris – Isbn: 978-1439101650

**One** of the following three books. Wait to buy until after class has started.

*The Spirit Catches You and You Fall Down*, Anne Fadiman Isbn: 978-0-374-53340-3

*Beautiful Souls*, Eyal Press – Isbn: 978-1-250-024080-4

*An Italian Education*, Tim Parks – Isbn:978-0-8021-4285-6

--3 Ring Binder, paper, pen

--Manila File Folder (to turn in written work)

--100 index cards

### **Essential Question:** Why do people turn out the way they do?

Much of what we read this semester will help us understand how different cultural forces affect individual behavior. We will examine why some people can persevere and make good choices despite the challenges of life while others have real difficulty moving beyond the limitations they encounter in their experience. In *The Nurture Assumption*, Judith Rich Harris argues that a person's peer group has a greater impact on the person than the home/family life. In *An Italian Education* Tim Parks details how the Italian culture influences his family. In *Beautiful Souls* Eyal Press tells the stories of three people who resisted pressures in their respective societies and took a moral stand. In *The Spirit Catches You and You Fall Down* Anne Fadiman explores how cultural assumptions affect our understanding by telling the story of a Hmong girl's interaction with Western Medicine. Regardless of the arguments and different points of views we develop over the semester, the goal is to provide as many ways as possible to help you connect to the class material so that you can improve your reading and writing skills and be confident, independent thinkers.

### **Overview**

English 102 is a 4 unit class with 3 components: **reading**, **writing**, and **grammar**. In the class you learn as a writer how to prove points by using different types of details. Ideally, you will be able to expand your personal experience in interesting and effective ways by using ideas from the reading. A good deal of emphasis in this class will be

given to reading, developing reading skills and discussing what you've read. Focusing on the reading will help you with the writing.

Since English 102 prepares you to go to English 1A, all aspects of the class are designed to emphasize process: revising work to improve it, developing your thinking about what you write, participating in class discussions and activities, asking questions, finding joy in doing the work.

English 102 also has a **corequisite class, English 102L**. English 102 includes a .5 unit lab component that provides English 102 students with essential feedback on English essays and individualized help on reading, writing, and grammar assignments. Students spend approximately 90 minutes each week in the Writing Center (LRC 102), during a regular time period which is scheduled for the first week of classes. Students need participate in at least four writing tutorials/conferences and 3 reading tutorials/conferences in the Writing Center over the course of the semester.

### **Grading – Pass/No Pass**

Since the class is process based and an intensive class, it is pass/no pass. The goal is for you to feel comfortable enough to do the work, to persist, without using a fear of grades as an excuse to avoid putting forth effort and doing assignments. All of your work will be evaluated.

Work will be evaluated using the following basis:

High Pass HP = Exceeds Expectations – no need to revise

Pass P = Meets Expectations – can revise, check with me

Low Pass LP = Partially Meets Expectations – need to revise

Not Yet Passing NYP = Does Not Meet Expectations -- Issues about clarity, understanding – need to revise but meet with me first

Participation will be assessed based on participation in class discussion, Quick Writes, reading activities, quizzes, and writing center hours. You will complete a Mid-Semester assessment so that you know where you stand in terms of participation. At the end of the semester I will reassess your participation.

Reading will be assessed based on Reading Journals, Reading Test(s), and Reading Presentations At the end of the semester, I will review your written work to see if you meet the following criteria:

--At least three of your Reading Questions receive a Pass or higher

--At least one of your Reading Tests receives a Pass or higher

--At least of one your Reading Presentations receives a Pass or higher

## Writing

In order to pass the class, you need to do each of the assigned essays. Students who do not turn in one of the six essays cannot receive more than a Does Not Meet Expectations as a final writing grade.

Also, at the end of the semester, I will review your written work to see if you meet the following criteria:

- Two of your final three essays (Synthesis Essay 1, Synthesis Essay 2, & Summative Essay) receive a Pass or higher.
- Two of your first 3 essays/Presentations (Brainology, Cinderella, Us and Them) receives a Pass or higher.

## **How to Pass**

I know I just explained the criteria for passing, but I want to tell you a secret that is not really a secret. Those who pass discover the following pattern by doing the work. The pattern enables them to improve.

The assignments occur in a pattern of several smaller assignments/activities. The pattern is meant to give you repeated chances to work with the issues involved in low-stakes ways before you synthesize different points in an essay or presentation. The class is process based. Engaging with each step of the process and doing the work at each step is what you need to do to pass the class. Here is the process:

- 1.) Quick Write (QW) – Activates prior knowledge; helps you establish your opinions and range of thought on issues we will read about.
- 2.) Reading Assignments – need to mark the text. (Nurture Assumption = NA; all other readings are articles that I hand out)
- 3.) Class discussion, activities (quotes on note cards, Pick-a-passage, etc), questions
- 4.) Reading Questions (RQ) or Reading Test or Both
- 5.) Pre-Writing
- 6.) First Draft Essay, typed, peer reviewed in class, tutor reviewed in writing center
- 7.) Second Draft Essay, typed
- 8.) Third Draft Essay if needed.

My goal is to have everyone who enrolls to persist. I want a 100% completion rate and a 100% pass rate. If you begin to struggle or have doubts, please speak up or talk to me privately before or after class. Your input can help me design a better class and teach more effectively.

**Personal Goal** – Other than enjoying the work and passing the class, I would like you to set a goal to be more adventurous and active readers. I make this request because I believe setting such a goal will best help you improve your participation and your writing, two key parts of the class. Take a moment and describe what reading is like for you. Do you enjoy it or not? What happens to your mind when you read work for a class? Then select one or two items from the list on the board and note how they relate to your thinking about reading.

### **Campus Resources**

**Academic Support Center (ASC):** The ASC provides individual and group tutoring, workshops, and computers.

**Technical Assistance and Access:** Computers, printers, scanners, and Internet are available in the Academic Support Center and other locations within the Learning Resource Center, Writing Center, and several labs on the Eureka campus. For assistance with MyCR or WebAdvisor, call Information Technology Services at 476-4160.

**Students with Disabilities Special Accommodations: I can allow special accommodations such as extra time on tests, quizzes, and exams only if you have a documented disability with DSPS.** If you know you need special accommodations or if you think you may qualify for special accommodations, please contact Disabled Students Programs and Services (DSPS). **Special accommodations may take weeks to process,** so contact DSPS this week. They are located in the new Administration building Room 113 and can be reached by calling 476-4280.

## **Help with English 102**

Help in English 102 can be obtained from five sources:

- 1) **Me.** As the instructor, I am here to help. Ask questions in class and meet with me in the WC.
- 2) **The Writing Center.** Peer tutors are available to respond to your writing and to help you plan, organize, develop, rethink, and revise your writing. They can also help you with your reading. Instructors are available to assist you with grammar, mechanics, punctuation, writing and reading.
- 3) **The Academic Support Center (ASC)** located in the back corner of the Learning Resource Center (LRC). The ASC provides tutors free of charge (appointments are required).
- 4) **Your classmates.** The students in this class can be a support system for you. Form a study group. It will help you learn the material covered in the course and will provide motivation when your resolve falters.
- 5) In addition, **EOPS and DSPS** can also provide tutors.

## **Course 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 4 absences for the semester. If a student exceeds the limit on absences before week 11 of the semester (for Spring 2015, this date is \_\_\_\_\_), 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. Arriving late or leaving early will count as 1/3 of an absence. Excused absences require documentation.

**Conduct**—Please show and practice respect for yourself, your classmates and the instructor at all times. Use academic language, participate, and do the work necessary to enjoy the challenges class offers. I will touch base with you individually if your behavior is counterproductive. Serious misconduct may result in suspension from the class. See the College of the Redwoods catalog for the complete policy on student conduct.

**Late Work** -- All work needs to be handed in during the class on the date due. You are allowed 1 late paper but must communicate with me about it. All planning work for essays and first drafts must be done on time. All tests must be taken on the day given. If you have an excused absence on the day work is due, you must make arrangements with me to make up the missing work in a timely manner, generally by the end of the next class meeting.

**Revisions and Rewrites** Two drafts—thoroughly revised—are required for each formal essay. The following information and work helps you produce a better essay. It is not busy work. Please honor the process. **I must approve topic and planning worksheets before a student proceeds with the first draft. Although I will check that you have completed a first draft on the date it is due, I will not read it thoroughly or respond with written comments unless you meet with me during my Writing Center hours.**

**Instead, you will plan your next revision with help from a tutor or instructor in the Writing Center. I will comment on second drafts and grade them.** First drafts with proof of a conference must be included with all second drafts submitted for a grade. **If an early draft has been skipped or has not been thoroughly revised or if you have not had a Writing Center conference before revising, I will not accept the final draft and it will be considered late if not turned in on the due date.**

Revisions for essays are due 1 week after you receive them unless you arrange for a different time frame by talking to me. To rewrite, consider my feedback, have a second Writing Center conference, rewrite the essay, attach the graded draft with the rubric, and resubmit it for reevaluation.

**Plagiarism** -- No essay which contains plagiarism—no matter how small the amount or how unintentional—will be graded, and students who are guilty of blatant plagiarism will be referred to campus authorities for disciplinary action

**Department Policy dictates that you submit your essay to Turnitin.Com.** Submit the draft you turn into me. See page below for instructions. If you don't submit your essays, I don't record the grade, meaning you need to upload your essay.

You will also rewrite reading questions when needed for a higher grade. The rewrite is due one week after your original assignment has been handed back to you.

**Contacting Me** – All of my contact information appears on the first page of the syllabus. Please arrange to see me during my lab hours or feel free to set up an appointment. You can talk to me after class or email me.

### **Instructor's Personal Note:**

Please know that I love teaching. I am especially happy to teach this particular class because of the reading we will do and the thinking that will occur because of the reading. I have taught a wide variety of students, from International Baccalaureate candidates to students in Juvenile Hall. Creating real, often personal interest in the class was one of the main factors in student success, and this class, I hope, will help you create interest enough to overcome frustrations that challenging work creates. At CR, I have taught English 350, 150, 1A and 1B. The reading and writing you will do this semester will prepare you to move on. When I haven't been able to teach, I've worked on a fishing boat, at a coffee shop, in a warehouse, and as a full-time gardener. I graduated from Denver University with a BA in English and minors in Art and Italian. Then I spent two years at the University of Washington where I received an MFA in creative writing. I moved to Humboldt County so that my lovely wife Sunni could go to the Dell'Arte School of Physical Theatre. We have adopted 2 children, both from China. Luan is 9 and August is 8. It is amazing to see them grow and change. It is also amazing to see how students grow and change, hence my happiness about life in general and about teaching in particular.

When Valerie Bettis first got into the movies, someone interviewed her, asked her how it felt to be successful. She said, "What do you mean? I've always been a success."

--John Cage, *A Year From Monday*

Turnitin is available online at [www.turnitin.com](http://www.turnitin.com)

### Create a User Profile

To create a user profile:

1. Go to [www.turnitin.com](http://www.turnitin.com).
2. Click create a new user profile on the Turnitin homepage.
3. Follow the on-screen instructions. When you are done creating your profile, you will be asked if you want to use the student class enrollment wizard. We recommend that all new users use the wizard to enroll in their class.

If you choose to use the student class enrollment wizard, you can bypass the next several steps for your first session with Turnitin and skip to the section “Submitting a Paper”.

### Logging In/Logging Out

To login to Turnitin:

1. Go to [www.turnitin.com](http://www.turnitin.com).
2. At the top right, enter your email address and user password.
3. Click “login” to open your Turnitin homepage.
4. When you are through using Turnitin, click “log-out”.

### Enrolling in a Class

Your student homepage lists your enrolled classes. If you are a new user, your homepage will be empty.

To enroll in a class:

1. Click the “enroll in a class” button on your homepage.
2. On the next screen, enter the class id 9259104 and enrollment password “calvino” (all lower case, no italics) for your class.
3. Click submit to enroll in the class and add it to your homepage.

If you do not have an class id and enrollment password, please contact your instructor.

## 102 Daily Schedule Spring 2015

This schedule is tentative and may change. Assignments are due on date noted. Please look ahead and plan accordingly. Also, multiple assignments are due on the same day. It is often necessary to do homework everyday rather than waiting the day before the assignment is due.

The assignments occur in a pattern of several smaller assignments/activities. The pattern is meant to give you repeated chances to work with the issues involved in low-stakes ways before you synthesize different points in an essay or presentation. The class is process based. Engaging with each step of the process and doing the work at each step is what you need to do to pass the class. Here is the process:

- 1.) Quick Write (QW) – Activates prior knowledge; helps you establish your opinions and range of thought on issues we will read about.
- 2.) Reading Assignments – need to mark the text. (Nurture Assumption = NA; all other readings are articles that I hand out)
- 3.) Class discussion, activities (quotes on note cards, Pick-a-Passage, etc), questions
- 4.) Reading Questions (RQ) or Reading Test or Both
- 5.) Pre-Writing
- 6.) First Draft Essay, typed, peer reviewed in class, tutor reviewed in writing center
- 7.) Second Draft Essay, typed
- 8.) Third Draft Essay if needed.

### Week 1

M 1/19            Holiday

W 1/21            Syllabus; Begin QWA and begin “Brainology”; LRC 102

### Week 2

M 1/26            Fable (in class); have finished “Brainology”; RQ 1 in class; Begin Free-Writing in Class

W 1/28            Essay 1 Growth Mindset 1st Draft (must be typed); Begin QW1 in class; Begin *Nurture Assumption* (NA) in class 1-2 & 9-12

### Week 3

CENSUS WEEK: Your instructor may drop students from class who have excessive absences and/or are not doing course work now until 4/03/15

M 2/2            NA chp 4 “Separate Worlds” 51-69 & have at least 2 notecards with quotes; QW 1

W 2/4            Essay 1 Growth Mindset 2<sup>nd</sup> Draft (have met with tutor in Writing Center); Have finished NA “Separate Worlds” 69-72; Begin RQ2 in class; Begin “Peer Attachment Disorder” in class

Week 4

M 2/9 RQ2; RQ3; Pick a Passage 1 Due; Begin Free-Writing in class Essay 2 Cinderella  
W 2/11 Essay 2 Cinderella Typed 1st Draft; Begin QW 2 in class; Begin NA Chp 7 “Us and Them” in class

Week 5

M 2/16 Holiday  
W 2/18 Essay 2 Cinderella Typed 2<sup>nd</sup> Draft (Have met with tutor in Writing Center); Have Read “Us and Them;” QW 2; Will begin RQ 3 in class

Week 6

M 2/23 RQ 3; Begin QW 3 in-class; Pick-a-Passage 2 Due  
W 2/25 QW 3; Begin work on presentation for “Us and Them”

Week 7

M 3/2 “Us and Them” Presentations; Begin QW 4 in class; Begin RQ 5 in class; Begin NA Chp 8 “In the Company of Children” in class  
W 3/4 “Us and Them” Presentations; QW 4; Have read “In the Company of Children” to 157

Week 8

M 3/9 Finish NA Chp 8 “In the Company of Children” in class & and work on RQ5  
W 3/11 Reading test 1 in class; Begin NA Chp 9 “The Transmission of Culture” and RQ6 in class

Week 9

M 3/16 Spring Break  
W 3/18 Spring Break

Week 10

M 3/23 Have finished NA Chp 9 “The Transmission of Culture”;  
W 3/25 RQ 6; Pick-a-Passage 3 due; Reading test 2 in class

Week 11

M 3/30 Beging Free-writing Synthesis Essay 1 In class  
W 4/1 Synthesis Essay1 Typed first draft is due; Begin QW5 in class; Begin “About a Boy” in class

Week 12

M 4/6 Have Finished “About a Boy;” Begin “Girl Brain, Boy Brain” in class  
W 4/8 Synthesis Essay 1 2<sup>nd</sup> Draft (Have met with tutor in writing Center); RQ7 in class and Begin NA Chp 10 “Gender Rules”

Week 13

M 4/13

Have Finished NA Chp 10 “Gender Rules” and RQ7 and RQ8

W 4/15

Prewriting Synthesis Essay 2

Week 14

M 4/20

Synthesis Essay 2 typed rough draft; first book club in class

W 4/22

QAI intro and presentation intro in class; find QAI’s in class

Week 15

M 4/27

Synthesis Essay 2 typed 2<sup>nd</sup> draft (need to have met with tutor in writing center)

W 4/29

Book club in class; Summative essay intro in class

Week 16

M 5/4

Summative Essay Plan due; Work in class on Summative Essay

W 5/6

Practice Presentations in class, need to focus on QAI

Week 17

M 5/11

Summative Essay due; Final Exam/Presentation 10:45-12:45

W 5/13