

Syllabus for: Precollegiate Reading and Writing	
Semester & Year:	Spring 2015
Course ID and Section Number:	English 150: E6818
Number of Credits/Units:	3
Day/Time:	Monday, Wednesday 08:30AM - 09:55AM
Location:	Humanities Bldg, Room HU207
Instructor's Name:	David Holper
Contact Information:	Office location and hours: Hum. 1081, Phone: 476-4370 Email: david-holper@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) :	
<ul style="list-style-type: none"> ◆ 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 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.	

English 150:

Dave Holper: Office #: 707-476-4370

Email: david-holper@redwoods.edu

Web: http://www.redwoods.edu/departments/english/instructors/Holper/English150/english_150.htm

Office Hours (Humanities 1081):

Writing Center Hours:

College of the Redwoods

SYLLABUS

"Outside of a dog a book is a man's best friend. Inside, it's too dark to read." Groucho Marx

COURSE DESCRIPTION: 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

COURSE LEARNING OUTCOMES:

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.
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REQUIRED TEXTS/, MATERIALS:

- 1) Three-ring binder for handouts, with binder paper (for writing and notes)
- 2) *Waiting for the Barbarians* by J.M. Coetzee
- 3) *Zeitoun* by Dave Eggers
- 4) Pen, pencil, and hi-liter.
- 5) Means of back-up: flash drive & email

Triad:

Name: _____ Contact info: _____
Name: _____ Contact info: _____

Welcome to English 150! I'm excited to be your teacher, and I hope that each of us will enjoy and learn a great deal during this semester. This will be an intensive course because I will ask a lot of each one of you, but in return, I hope you will find this to be one of your most memorable writing classes. The primary goals of this course are to help you in developing writing, reading, and critical thinking skills, as well as prepare you for English 1A, college writing. In order to do this, we will concentrate on reviewing grammar, doing practice exercises in our text, writing essays, and learning how to develop an argument. Beyond that--and perhaps more importantly--I want you to learn to write more powerfully, passionately, and naturally.

Your Instructor: Dave has done a little of everything, including taxi driver, fire fighter, cook, soldier, house painter, and teacher. He earned his BA in English at Humboldt State University way back in 1983, where he also studied journalism. After his graduation, he served for four years in the Army Military Intelligence Corps and then went on to take a Masters of Fine Arts in English at the University of Massachusetts at Amherst, where he wrote a book of short stories. He has since taught at Christian Brothers High School, Jesuit High School, Yuba College, Solano College, and Sacramento City College. Currently he lives in Eureka with his wife and three children.

My Office: My office is in Humanities 1081. Please knock before entering. (Don't arm wrestle with a rattlesnake!)

My Mailbox: Use the mailbox in the fishbowl (the curved piece of glass where you'd think the secretary would be, if there was one). Dave's mailbox is on the left side, halfway down, and it's labeled with his name.

Course Calendar: You'll find this posted weekly (on Friday afternoons) on the class website, which you can easily find by googling "Holper." This course does not use MyCR. You should print the calendar page(s) each week, three hole punch it/them, and have it at the front of your binder with your class booklet. By keeping organized in this way, you'll have a much better idea what's happening at each class.

Emergency Response: in the event of an earthquake, we will wait in the classroom (duck and cover under desks) until the shaking has stopped. Then we will exit in an orderly way out of the north side of the building and gather on the green across the street by the pond. We will not go down to the parking lot until it has been determined that there is no tsunami risk. Cell phone use is fine, but keep in mind that cell phone circuits often overload in an emergency.

COURSE REQUIREMENTS:

Journals: After your readings, I will ask you to answer reading questions and write response journals to these readings. You'll find the journal topics posted on the website. Some of these journals will be written in class (in a timed format), and some will be written for homework. They are due in class.

Required Essay Writing: three out-of-class, formal essays of 750-1000 words. Each essay must include a prewrite and at least two drafts (the later of which must be tutored). You must keep a copy of the paper for yourself. Please save all work that goes into papers!

Summative Essay: after we've completed our three essays, you may choose one of these essays for a substantive revision which will be your summative essay. In this revision, you'll want to include stronger evidence (paraphrase, summary, quotation); a description of what your opponent is arguing and a rebuttal to that argument; stronger organization, sentence variety, and word choice; and the correction of any remaining errors. Since this work will represent your strongest work for the semester, it should demonstrate your readiness for English 1A. This revision will count for 20% of your course grade.

Tutoring: On all three of the out-of-class essays you do, you must have an instructor/tutor conference (in the Writing Center or with me in my office). Please note: if you use the Light Center or the LAC tutoring staff, this is also okay, as long as the tutoring form is filled out and signed. After our draft workshop, you must then revise the essay and bring the assignment, the first draft, the revised draft, and the tutor form to the Writing Center for your conference. You'll need to make sure the tutor form is completed before going, as you want to assist the tutor in knowing what you want help with. There are tutor conference forms in your class packet, and you will need to have yours filled out by the tutor and then turn it in to me with the essay packet.

Late Work/Freebies: Final drafts are due at the beginning of class on the due date on your syllabus. You are allowed **one late final draft** for this course (there is a late paper coupon in the packet), but this may only be used on the first two papers. The freebie is good to turn in a final draft paper one week late; that's seven days. As for excuses beyond the freebie date, unless it's an emergency, remember that I've heard better than you can imagine: quarantined for chicken pox, assault with a deadly weapon, AIDS test, etc. Papers that go beyond the due date lose a letter grade a day.

Draft Workshops: These are **required**. In order to make sure you understand how important these are, first drafts are worth 25 percent of the value of each paper. Thus, you cannot go higher than a "C" on a final draft of a paper if you have missed the Draft Workshop or come with no work at all. Absences are not acceptable on Draft Workshop days unless it is an emergency, and you have a written note from a doctor. It is not acceptable to bring handwritten drafts to workshops, and these will not be given credit. **No exceptions lounge lizards!**

Papers: All papers (and all drafts) will be typed. Typing directions for MLA (Modern Language Association) format are included just behind the paper #1 assignment in the class booklet.

Revisions: You are entitled to revise any of your paper this semester for a higher grade. (This revision can count both toward the individual paper grade and may be used as your capstone 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 work back to you.

Plagiarism: If you blatantly plagiarize a paper, and I catch you, you will automatically fail the course. Inadvertent plagiarism will result in lower grades, but you will not fail the course, although you probably will not do as well on the paper.

Turnitin.com: On all the out-of-class papers that we do, you'll be responsible to turn in your paper to the turnitin.com website, which helps all of us in insuring that all work done is original. This must be done before the paper is turned in to me; otherwise, you will receive zero points for the paper (until you do turn it in to turnitin.com). Then you'll need to return the graded paper to me (with the signed, attached cover sheet that says it's now turned in to turnitin.com). For your tardiness, you will receive half a grade off the final grade of the paper; however, if you revise the paper, you may void the penalty, as long as the paper is turned into turnitin.com when it's returned for a new grade. Directions for how to use turnitin.com can be found on the class website, along with a link that will take you to turnitin.com. The class ID# and password will be posted on our website for the first paper. (Once you've inputted the class ID# and password, you don't need to do it again.)

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 absences for the 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.

In addition, I strongly discourage your coming more than 10 minutes late or leaving more than 10 minutes without first clearing it with me. Such practices are disruptive for you and everyone else. If you do come late or leave early (more than 10 minutes) or unprepared that will count as ½ an absence. If you miss a class, please remember, it is your responsibility to find out from another student what you missed by calling someone on the phone list.

Make-up Tests or Quizzes: With tests or quizzes, if you're absent on the test day, and you don't have a doctor's note, an accident report, or an excused athletic absence for an away game, then you may make up the test or quiz, but you'll lose 25% of the grade for your unexcused absence. In other words, be there on test or quiz days. It will be your responsibility to contact me about arranging a makeup exam in the ASC section of the library. (Remember, you need a photo ID to use the ASC.)

Before Census (Week 3): Be aware that if you've missed two classes and have not turned in work, your name will be cleared from the class roster following in Week 3 (Census Week). If you're in this boat and haven't talked to Dave yet about your situation, you should do so as soon as possible. It's fairly easy to be reinstated if you're accidentally dropped, but it's easier still to avoid being dropped in the first place.

Classroom Rules:

- 1) Don't get up and go to the bathroom in the middle of the class, unless it is absolutely necessary.
- 2) Don't eat in class unless you're a diabetic, and you've indicated that to me.
- 3) Don't crinkle up paper when the writing isn't going well.
- 4) Don't come strolling in late or leave early; don't schedule appointments during class sessions.
- 5) Don't tell me you don't know what's going on in class when the syllabus calendar is already posted with the details of what we've done or what we're going to do.
- 6) Don't ask me for information that is available by reading the syllabus.

Your Portfolio: Please save all your work this semester so that you can verify your improvement and so that you're covered in case I accidentally do not record the grade.

Grading/Points:

Rough total (please note that this varies from semester to semester):

1) Three papers (50, 100, 200)	
(along with planning worksheets, intro paragraphs, etc.)	40%
2) Reading responses	20%
3) Capstone essay	20%
4) Grammar	10%
5) Writing Center	10%

Note: Dave does not grade on a curve; he uses straight point tallies with 90 percent and above as a A, 80 to 89 percent as a B; 70-79 percent as a C; 60-69.5 percent as a D; work below this is usually so late or so poorly composed that is an obviously an F.

Writing Center: It's very important to understand that you must complete two things to receive the 10% of your grade for the Writing Center: 1) You must complete 22.5 hours in the Writing Center; 2) You must complete three tutor conferences on your out-of-class papers. That's one tutor conference on each paper. Should you not complete both parts of the requirement, you will lose the full 10%, which could cause you to fail.

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.

Calendar

Note: This calendar may be adjusted as needed. Pay attention to the weekly postings.

English 150:

Week 1

Note: The Writing Center does not open until Week 2. Your week 1 obligation of 1 1/2 hours is covered by your Writing Center tour, which we'll do on this Thursday. Starting in Week 2, you'll need to spend 90 minutes every week in the Writing Center, including short weeks with holidays. If you fail to keep up with your hours in the Writing Center, you will fall behind, and that can seriously affect your grade for the course. The self-scheduling forms that you fill during the Writing Center tour on Thursday will be returned to you with the approved time slot and your alternate time.

Discounted Microsoft Office: If you need to buy a discounted version of Microsoft Office (which has Word, etc.), you can get a copy for \$50.00, which is a terrific bargain. For more information, check out the Foundation for California Community Colleges, which has a deal set up with CollegeBuys.com.

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- Class 1 T 1) Welcome and introductions
 2) Roll
 3) Icebreaker
 4) Go over syllabus in groups.
 5) Fill out student information sheets and turn in.
 6) Go over homework that's due for Class 2. Dave will hand out the educational autobiography assignment.
 7) Adds (if space permits)

- Homework 1) Buy your books and materials in the bookstore.
 2) Print the syllabus calendar, three-hole punch it, and put it in your binder. That way you'll know what's going on for the week.
 3) Read the rest of the syllabus, in preparation for the syllabus quiz at Class 2.
 4) Read the "[Brainology](#)" and write your educational autobiography. Remember, we're going to be sharing these in class, so make sure to write for everyone in class. Also, it is suggested that you edit with a printed copy and then add your corrections to your computer file--and then print it. Editing on screen means that you'll likely miss a lot of your mistakes. And don't forget to spell check your work.
 5) Bring your student ID number with you to class.

- Class 2 TH 1) Group quiz on the syllabus. (10 pts.)
 2) Share your educational autobiographies
 3) Writing Center tour. If you miss this, you still must fill out the Writing Center paperwork as soon as possible. See Dave about this.

- Homework 1) Print and read over "[Context Clues](#)"
 2) Print and read over "[The Unexpected Truths...](#)"
 3) Print and read over "[One Town's War on Gay Teens.](#)" As you're reading, prepare to write and to the following questions in class:

- A) Who was responsible for the suicides since it's unlikely these teens would have killed themselves on their own?
- B) What connections do you make between the article "[The Unexpected Truths...](#)" and "[One Town's War...](#)" According to author Adam Alter, how do our labels of others shape our perceptions? How did this prove true in "One Town's War... "?
- C) Have you ever been labeled? Ever labeled someone else? Seen someone labeled? What has been the result that you've seen or experienced yourself?
- D) How might this situation been handled differently leading to a more positive result?
- E) In context, what do you think the following words meant? (After you've read, go back and mark them with a hi-lighter, as well as the sentence they're used in.) Quaveringly, insouciance, contagion, affiliated, affirmation, usher, disposition, inflammatory.

WEEKLY COURSE SCHEDULE: Week 2

Note: The Writing Center is now open, and you have a 1 1/2 hour obligation this week. Dave will hand the Writing Center schedules on Tuesday, so you'll know what hours you are officially scheduled for.

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|----------|---|--|
| Class 3 | T | <ul style="list-style-type: none"> 1) Go over syllabus calendar for the week 2) Educational autobiographies returned 3) Writing Center schedules handed out with official times/days 4) Speed date the following questions from last week's reading: <ul style="list-style-type: none"> A) Who was responsible for the suicides since it's unlikely these teens would have killed themselves on their own? B) What connections do you make between the article "The Unexpected Truths..." and "One Town's War..." According to author Adam Alter, how do our labels of others shape our perceptions? How did this prove true in "One Town's War... "? C) Have you ever been labeled? Ever labeled someone else? Seen someone labeled? What has been the result that you've seen or experienced yourself? D) How might this situation been handled differently leading to a more positive result? E) In context, what do you think the following words meant? (After you've read, go back and mark them with a hi-lighter, as well as the sentence they're used in.) Quaveringly, insouciance, contagion, affiliated, affirmation, usher, disposition, inflammatory. 5) Go over vocabulary in context: quaveringly, insouciance, contagion, affiliated, affirmation, usher, disposition, inflammatory. 6) Look at Paper 1 assignment, prewrite form, openings & conclusions, MLA format guidelines, and scoring rubric. |
| Homework | | <ul style="list-style-type: none"> 1) Print and read "Are Schools for Gay Teens Necessary?" and "I Abhor Bigotry" 2) Write journal 1. Remember, journals should be typed, at least one page and |

double spaced. All you need at the top is your name and Journal # in the upper left hand corner.

3) Print and finish [practice A & B](#) for grammar quiz 1 for Class 4. Also, don't forget to get the correction binder in the Writing Center, check your work, and record the score on your record sheet. It will be helpful to keep all your grammar sheets together in your binder with that record sheet. If you score below 70%, remember that you have to meet with an instructor to review your grammar.

4) For those of you having any difficulty with the grammar, go to the [Bedford Handbook](#) website for more practice.

- Class 4 TH
- 1) Share and turn in journal 1
 - 2) Look at the openings & conclusions handout
 - 3) Introduce the types of necessary evidence to build an argument: quotation, paraphrase, and summary
 - 4) Grammar review of A & B for grammar quiz 1.
- Homework
- 1) Over the weekend, fill out the planning worksheet for Paper 1, based on your ideas about what went wrong at Anoka High School and what should be done to prevent further tragedies of this sort. This is due at Class 5.
 - 2) Read 4c on Summarizing a Written Text. Read over 48c in your *Bedford Handbook* on Integrating and Citing Sources to Avoid Plagiarism. And read 51B on Avoiding Plagiarism when quoting, summarizing, and paraphrasing.
 - 3) Now go back and skim all of the articles we've read so far about labeling, the situation at Anoka High School, and possible solutions to these issues. Start looking for specific evidence that you can use in your paper. You'll want to highlight sections that you can quote from. You could box off sections that you might paraphrase (stating in your own words, but roughly equal in length to the original) or summarize (condensing an essay or sections in your own words).
 - 4) Study all of your grammar so far for grammar quiz 1 at Class 5.

WEEKLY COURSE SCHEDULE: Week 3

Note: You should have completed three hours by the end of this week in the Writing Center.

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- Class 5 T
- 1) Look at new syllabus calendar for the week.
 - 2) Writing Center hours
 - 3) Work handed back: Journal 1
 - 4) Last minute review for Grammar Quiz 1. Then turn in your score sheet with Grammar Review A & B, and then the class will take the first grammar quiz.
 - 5) Turn in your Planning Worksheet for Paper 1. Dave will read these over and comment on your worksheet.

6) Dave will check off your introductory paragraph for 10 pts. Then we'll share these paragraphs aloud to get feedback on how well they're working.

- Homework
- 1) Print and finish [practice A & B](#) for grammar quiz 2 for Class 6. Also, don't forget to get the correction binder in the Writing Center, check your work, and record the score on your record sheet. It will be helpful to keep all your grammar sheets together in your binder with that record sheet. If you score below 70%, remember that you have to meet with an instructor to review your grammar.
 - 2) Begin drafting Paper 1. The first draft of this paper is due at Class 7, which gives you one week to write and revise.

- Class 6 TH
- 1) Grammar quiz 1 returned and then recollected.
 - 2) Review Practice A & B for grammar quiz 2.
 - 3) Anne Lamott reading on writing first drafts.
 - 4) Transitions and transitions practice

- Homework
- 1) Finish your draft of paper, revise it, and print a copy for the draft workshop at Class 7. Remember to underline your thesis and topic sentences.
 - 2) Review your grammar for Grammar Quiz 2 at Class 8.
 - 3) If you scored below 70% on Grammar Quiz 1, you need to review the grammatical concept with an instructor in the Writing Center. The make-up quiz will be available for you in the ASC as of next Wednesday, and you can make it up either on Wednesday or Thursday of next week.

WEEKLY COURSE SCHEDULE: Week 4

Note: You should have completed 4.5 hours in the Writing Center this week. Remember, that the WC component of the course is worth 10 percent of your overall grade, so if you fail to complete the 21 hours for the semester and the three tutor conferences (for your three papers), you will likely lose a full letter grade off your semester's overall grade. Falling behind early in the semester is often a way that students fall into this problem.

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- Class 7 T
- 1) Look at new syllabus calendar and hand back work.
 - 2) Report on lab hours
 - 3) Draft Workshop: read and respond to each other's papers using the feedback sheet and the drafts themselves.

- Homework
- 1) Based on the feedback you received from your peers and your own intuition, revise and improve upon your first draft (with a new, clean version). Then fill out a tutor conference form (handout). Bring all your paper materials (including your assignment, latest draft, and tutor conference sheet already completed) and go have a tutor conference in the Writing Center this week. Make sure to have the tutor fill out the tutor conference sheet and get it signed. Once you've had a tutor conference, revise your paper again and prepare your final draft, which will be due at Class 9.
 - 2) For folks who have to make up Grammar Quiz 1, please do so in the [ASC before close of business on Thursday](#).
 - 3) Review all your grammar for Grammar Quiz 2. We'll go over it once more in class on Thursday, and then we'll take the quiz. It's a good idea at this point to form study groups to review all the grammar in advance of the test. Also, you should get onto the [Bedford website](#) and try the practice problems in the areas we've studied.

- Class 8 TH
- 1) Quickie review for Grammar Quiz 2
 - 2) Grammar Quiz 2 given
 - 3) Introduce transitions and do transitions practice in class booklet.
 - 4) Go over how to use turnitin.com
- 1) Complete your final draft of Paper 1 for Class 9. The turn in order is (from top to bottom):

- Homework
- A) Scoring rubric: handout
 - B) Blank piece of binder paper for comments
 - C) Final draft
 - D) Tutor sheet
 - E) Interim draft
 - F) Feedback sheet
 - G) First draft
 - H) Intro paragraph
 - I) Planning worksheet
- 2) Turn in the paper to turnitin.com. The password and class ID # are listed above. Don't forget, you'll need to create an account first, create your own login password, and then you'll have to join the class using the class ID and password (not yours!). Once you've complete these steps, you can upload your paper.
 - 3) Start your reading in *Waiting for the Barbarians*. Read chapters 1-2 by the end of the week. That will take you up to page 55. Also, as you're reading, make sure to take chapter head notes (a summary of the chapter), so you remember what has happened in each chapter. When we finish the book, there will be an open book reading quiz.

WEEKLY COURSE SCHEDULE: Week 5

Note: You should have completed 6 hours in the Writing Center by the end of this week.

- Class 9 T
- 1) Look at new syllabus calendar
 - 2) Lab hours
 - 3) Dave will hand back the make-up quizzes for Grammar Quiz 1 and then recollect.
 - 4) Go over Grammar Quiz 2, and Dave will recollect
 - 4) Turnitin.com mailbox, originality reports, and late paper coupon distributed.
 - 5) Readaround of final drafts
- Homework
- 1) Print and finish [practice A & B](#) for grammar quiz 3 for Class 7. Also, don't forget to get the correction binder in the Writing Center, check your work, and record the score on your record sheet. It will be helpful to keep all your grammar sheets together in your binder with that record sheet. If you score below 70%, remember that you have to meet with an instructor to review your grammar.
 - 2) If you scored below 70% on Grammar Quiz 2, you need to review the grammatical concept with an instructor in the Writing Center. The make-up quiz is available for you in the ASC now, and you must make it up by the close of business next Tuesday.
 - 3) Continue your reading in *Waiting for the Barbarians*. Read chapters 3-4 by the end of the week. That will take you up to page 119. Also, as you're reading, make sure to take chapter head notes (a summary of the chapter), so you remember what has happened in each chapter. When we finish the book, there will be an open book reading quiz.
 - 4) You'll have a quick write at the start of our next class on *Waiting for the Barbarians*. So that you're not surprised, here's what you'll be writing on: Why does the narrator's country go to war against the barbarians? What reasons have you found this war to be based on fear and misconceptions and not a genuine threat to the narrator's country?
 - 5) Bring your copy of *Waiting for the Barbarians* to the next class.
- Class 10 TH
- 1) Review of Grammar Quiz 3 practice A & B
 - 2) Quickwrite on the above question for *Waiting for the Barbarians*
 - 3) Discussion of the first 55 pages of the book
 - 4) We'll finish the transitions practice, if we didn't already
- Homework
- 1) Continue your reading in *Waiting for the Barbarians*. See above for week's reading.
 - 2) Write [journal 2](#). Remember, journals should be typed, at least one page and double spaced. All you need at the top is your name and Journal # in the upper left hand corner. This time around, make sure that you start with a topic sentence and underline it. Then the journal's long paragraph (of at least a page) should provide evidence to support that claim. Be specific about the evidence from the book and your observations about our country. Don't generalize. The journal is due at Class 11.
 - 3) Study your grammar for Grammar Quiz 3 at Class 11.

WEEKLY COURSE SCHEDULE: Week 6

Note: You should have completed 7.5 hours in the Writing Center by the end of this week.

- Class 11 T
- 1) Look over syllabus calendar
 - 2) Last minute grammar review
 - 3) Grammar quiz 3 given
 - 4) Paper 1 late coupons collected
 - 5) Journal 2 collected
 - 6) Paper 1 on time returned: the gift that keeps on giving, a model paper, and your papers returned

- Homework
- 1) Finish your reading of *Waiting for the Barbarians* this week.
 - 2) Print and finish [practice A & B](#) for grammar quiz 4 for Class 12. Also, don't forget to get the correction binder in the Writing Center, check your work, and record the score on your record sheet. It will be helpful to keep all your grammar sheets together in your binder with that record sheet. If you score below 70%, remember that you have to meet with an instructor to review your grammar.
 - 3) If you want to revise Paper 1, you need to write a new draft (based on the corrections and feedback), get a tutor conference to see that you've addressed all the comments (so do bring both your old draft and your new one), and then revise again. Then attach this new drafts and tutor sheet to the top of the old packet and turn it in to Dave. You have a week to accomplish the revision.
 - 4) Bring your copy of *The Bedford Handbook* to Class 12.

- Class 12 TH
- 1) Go over Grammar A & B for Grammar Quiz 4.
 - 2) Confusing pairs work using your *Bedford Handbook*.
- Homework
- 1) Finish *Waiting for the Barbarians* this weekend and bring your book to Class 13 for an open book reading quiz.
 - 2) Study your grammar for Grammar Quiz 4 at Class 13.
 - 3) Revisions of Paper 1 (for on-time folks) should be completed by Class 13.

WEEKLY COURSE SCHEDULE: Week 7

Note: You should have completed 9 hours by the end of this week in the Writing Center.

- Class 13 T
- 1) Syllabus calendar and lab hours check
 - 2) Work handed back
 - 3) Quick review of grammar for Grammar Quiz 4
 - 4) Grammar Quiz 4 given

- 5) Open book reading quiz of *Waiting for the Barbarians*.
- 6) Late coupon Paper 1 returned
- 7) On-time revisions of Paper 1 collected

Homework

- 1) Bring your *Bedford Handbook* to Class 14 for finishing our work on confusing pairs.
- 2) Reading: "[The War on Terror Is Justifiable](#)" (print it, if you were absent)
- 3) Prepare for the following speed dating questions for the readings:
 - What parallels does the unknown author draw between Pearl Harbor and 9/11?
 - The author claims that 9/11 was in fact worse than Pearl Harbor. Why does she make such a claim?
 - The author claims that the War on Terror was not “retribution” and that we have not stooped to the tactics of the Islamic terrors who killed 2752 civilians on 9/11. Do you agree with this claim or not? Based on what?
 - On what basis does the author claim that the War on Terror has been effective?
- 4) Print and finish [practice A & B](#) for grammar quiz 5 for Class 14. Also, don't forget to get the correction binder in the Writing Center, check your work, and record the score on your record sheet. It will be helpful to keep all your grammar sheets together in your binder with that record sheet. If you score below 70%, remember that you have to meet with an instructor to review your grammar.

Class 14 TH

- 1) Score the reading quiz of *Waiting for the Barbarians*
- 2) Speed dating the reading
- 3) Paper 2 assignment handed out, discussion of the ways to approach the question
- 4) Grammar review of Practice A & B for Grammar Quiz 5.

HW

- 1) Three short readings: "[About Those Black Sites.](#)" "[Guantanamo Torture Disallowed From Discussion In Tribunals.](#)" and "[Obama Finally Talks Drone War.](#)" (Print them if you were absent)
- 2) Write [journal 3](#). All you need at the top is your name and Journal # in the upper left hand corner. The journal is due at Class 15.
- 3) Study your grammar for Grammar Quiz 5 at Class 15.

WEEKLY COURSE SCHEDULE: Week 8 TTH

Note: You should have completed 10.5 hours in the Writing Center by the end of this week.

These links are posted in order to help you better understand the issues related to the US actions since 9/11. You're welcome to use evidence from these articles in your papers.

[Video link about bullying](#)

[Link about the Geneva Convention \(which the USA is a signatory to\) and torture](#)

[Terrorists Attacks on the US both pre and post 9/11](#)

[Information about Bagram Airbase in Afghanistan and attempts to improve its treatment of prisoners](#)

[The American Talibani: John Walker Lindh \(and how he was tried\)](#)

[Background Information and Motive of the Boston Marathon Bombers](#)

- Class 15 T
- 1) Syllabus calendar for week
 - 2) Lab hour check
 - 3) Quickie review of grammar for Grammar Quiz 5
 - 4) Grammar Quiz 5 given
 - 5) Journal 3 collected
 - 6) Speed dating questions for the three weekend readings:

A) In terms of "About Those Black Sites," what were the black sites, where were they located, what was done at them, and who was in charge of this program?

B) In terms of "Guantanamo Torture Disallowed..." what sort of defense is not allowed in the military tribunals in which these terrorist suspects are being tried? Does it seem reasonable to classify such discussion in a military courtroom?

C) Does it appear that the five-point standard that President Obama has outlined is actually being used or not in drone strikes? What evidence do you have to support that claim?

- 7) Planning worksheet for Paper 2 handed out

- Homework
- 1) Fill out the [planning worksheet for Paper 2](#) and type up an introductory paragraph for Paper 2 (again using MLA format). Make sure your hook leads to an introduction of the question at issue (both sides) and then moves to an arguable thesis (which should be underlined). Both of these are due at Class 16.
 - 2) Print and finish [practice A & B](#) for grammar quiz 6 for Class 14. Also, don't forget to get the correction binder in the Writing Center, check your work, and record the score on your record sheet. It will be helpful to keep all your grammar sheets together in your binder with that record sheet. If you score below 70%, remember that you have to meet with an instructor to review your grammar
 - 3) If you haven't finished Journal 3 yet, finish it up, and turn it in at Class 17.

- Class 16 TH
- 1) Dave will check off the intro paragraphs (we'll share a few aloud), and

then he'll collect the planning worksheets. He'll comment on these during class. If you leave early, you'll need to return and pick them up.

2) Grammar review of Practice A & B for Grammar Quiz 5.

3) Journal 3 collected.

Homework 1) Complete your first draft of Paper 2 for a Draft Workshop at Class 18. Remember, you must be in class for Draft Workshops. It is not okay to go to the Writing Center for a tutor conference or schedule appointment on these days.

2) Begin reading Dave Egger's *Zeitoun*. Read chapters 1 by the end of the week. That will take you up to page 81. Also, as you're reading, make sure to take chapter head notes (a summary of the chapter), so you remember what has happened in each chapter. When we finish the book, there will be an open book reading quiz.

Week 9: Spring Break

WEEKLY COURSE SCHEDULE: Week 10

Note: You should have completed 12 hours in the Writing Center by the end of this week. If your class grade is not passing, and you are behind in Writing Center hours in Week 10, you may be dropped. Make sure you are completely caught up by Week 10 in the Writing Center.

Class 17 M 1) Syllabus calendar
2) Work handed back
3) Quickie grammar review for Grammar Quiz 6
4) Grammar Quiz 6 given
5) Grade conferences

Homework 1) Print and finish [practice A & B](#) for grammar quiz 7 for Class 18. Also, don't forget to get the correction binder in the Writing Center, check your work, and record the score on your record sheet. It will be helpful to keep all your grammar sheets together in your binder with that record sheet. If you score below 70%, remember that you have to meet with an instructor to review your grammar

2) Finish your first draft of Paper 2 for Class 18. Remember that in writing the paper, with each body paragraph, you'll want to

A) Introduce an aspect of the novel as a point of comparison to America's actions since 9/11. That could be such issues as torture, labelling, proximity to the other, failure to charge the prisoner, indefinite detention, military action without justification, etc.

B) This is not optional: As you answer the question at issue (was America justified or not in its treatment of its foreign enemies since 9/11?), make sure to incorporate approximately 2-3 quotes from the articles we read in every

body paragraph. Make sure to attribute the author and article title when you quote on the first usage. On second and later usages, just use the author's last name.

C) Underline your thesis and topic sentences.

3) Continue reading *Zeitoun* this week. Finish Sections II and III, which will take you to page 202. That's about 17 pages a night.

Class 18 W 1) Review the grammar for Grammar Quiz 7
2) Draft Workshop.

Homework 1) Based on the feedback you received from your peers and your own intuition, revise and improve upon your first draft (with a new, clean version). Then fill out a tutor conference form (handout). Bring all your paper materials (including your assignment, latest draft, and tutor conference sheet already completed) and go have a tutor conference in the Writing Center this week. Make sure to have the tutor fill out the tutor conference sheet and get it signed. Once you've had a tutor conference, revise your paper again and prepare your final draft, which will be due at Class 20.
2) Study your grammar over the weekend for Grammar Quiz 7 at Class 19.
3) Continue reading in *Zeitoun*.

WEEKLY COURSE SCHEDULE: Week 11

Note: You should have completed 13.5 hours in the Writing Center by the end of this week. If your class grade is not passing, and you are behind in Writing Center hours by the end of this week, you'll probably be dropped. Make sure you are completely caught up by the end of this week in the Writing Center.

Class 19 T 1) Syllabus calendar
2) Lab hour check in
3) Work handed back
4) Quickie grammar review for Grammar Quiz 7
5) Grammar quiz 7
6) Working on contextualizing quotes

Homework 1) Continue with your reading of *Zeitoun*, By week's end, you should be finishing sections IV & V.
2) Print and finish [practice A & B](#) for grammar quiz 8 for Class 18. Also, don't forget to get the correction binder in the Writing Center, check your

work, and record the score on your record sheet. It will be helpful to keep all your grammar sheets together in your binder with that record sheet. If you score below 70%, remember that you have to meet with an instructor to review your grammar

3) Complete your final draft of Paper 1 for Class 20. The turn in order is (from top to bottom):

- A) Scoring rubric: handout
- B) Blank piece of binder paper for comments
- C) Final draft
- D) Tutor sheet
- E) Interim draft
- F) Feedback sheet
- G) First draft
- H) Intro paragraph
- I) Planning worksheet

4) Turn in the paper to turnitin.com.

5) Bring your copy of *Zeitoun* to Class 20 for discussion.

Class 20 TH

- 1) Readaround of final drafts, if there are sufficient final drafts being turned in.
- 2) Review the grammar for Grammar Quiz 8
- 3) Discussion of central issues in *Zeitoun*, in preparation for the development of an individual question at issue. Watch some of Spike Lee's documentary [*When the Levees Broke*](#).
- 4) Paper 3 assignment handed out, with scoring rubric and tutor sheet. The [planning worksheet](#) is a Word document download, and this time you'll have to type in the form, print it, and turn it in.

Homework

- 1) Again, if your using your late coupon, finish Paper 2 for Class 22 and turn it in to turnitin.com.

- 2) Study your grammar over the weekend for Grammar Quiz 8 at Class 21.

- 3) Continue with your reading of *Zeitoun*. Remember that you should finish sections IV & V this week.

WEEKLY COURSE SCHEDULE: Week 12

Note: You should have completed 15 hours in the Writing Center by the end of this week.

Class 21 T

- 1) Syllabus calendar
- 2) Lab hours check in

- 3) Work handed back
- 4) Quickie grammar review for Grammar Quiz 8
- 5) Grammar quiz 8 given
- 6) To better understand some of the issues that Zeitoun faced, we'll watch some of Spike Lee's documentary [When the Levees Broke](#)

Homework 1) Finish *Zeitoun* this week, if you haven't already. We'll have an open book reading quiz at Class 24.

2) Print and finish [practice A & B](#) for grammar quiz 9 for Class 22. Also, don't forget to get the correction binder in the Writing Center, check your work, and record the score on your record sheet. It will be helpful to keep all your grammar sheets together in your binder with that record sheet. If you score below 70%, remember that you have to meet with an instructor to review your grammar

3) If you're using the late coupon for Paper 2, the turn in order is (from top to bottom):

- A) Late Coupon
- B) Scoring rubric: handout
- C) Blank piece of binder paper for comments
- D) Final draft
- E) Tutor sheet
- F) Interim draft
- G) Feedback sheet
- H) First draft
- I) Intro paragraph
- J) Planning worksheet

Turn in the paper to turnitin.com.

4) Bring your *Bedford Handbook* to the next class.

Class 22 TH

1) The gifts that keeps on giving. Use your *Bedford Handbook* to solve errors.

2) Strong paper 2 modelled

3) On-time Paper 2s returned

4) Late coupon Paper 2s collected

5) Speed dating:

A) In what you've read from *Zeitoun* so far, what do you think the question at issue is? Why? What issues have come up in the book that point to this question?

6) Quickwrite: Now that you've heard from a number of people in class about

what they think the question at issue is, what do you think it is? Why? What issues have come up in the book that point to this question?

7) Review the grammar for Grammar Quiz 9

Homework 1) Finish *Zeitoun* and bring to Class 24 for an open book reading quiz.

2) Study your grammar over the weekend for Grammar Quiz 9 at Class 24.

3) After you've finished *Zeitoun*, fill out the [Planning Worksheet](#) for Paper 3. Also, type up an introductory paragraph for Paper 2 (again using MLA format). Make sure your hook leads to an introduction of the question at issue (both sides) and then moves to an arguable thesis (which should be underlined). Both of these are due at Class 24 and are worth 20 pts. for both.

4) If you want to revise Paper 2, you need to write a new draft (based on the corrections and feedback), get a tutor conference to see that you've addressed all the comments (so do bring both your old draft and your new one), and then revise again. Then attach this new drafts and tutor sheet to the top of the old packet and turn it in to Dave. You have a week to accomplish the revision.

WEEKLY COURSE SCHEDULE: *Week 13*

Note: You should have completed 18 hours in the Writing Center by the end of this week. If you're behind, you should get caught up no later than this week; otherwise, you're not going to be able to complete the required 22.5 hours for the semester.

Class 25	T	<ol style="list-style-type: none">1) Syllabus calendar: for those who didn't take the reading quiz on <i>Zeitoun</i>, it's in the ASC through this Wednesday to make-up. If you have a note excusing the absence, then make sure to show it to Dave; otherwise, you'll lose 25% of the score due to the unexcused absence.2) Lab hour check3) Work handed back4) Quickie review for Grammar Quiz 95) Grammar quiz 9 given6) Quickwrite for Paper 3 draft: What are you arguing, i.e., your main point? What evidence from the book supports that position? Who might debate your position? What do you see as flawed in your opposition's logic?7) Share your quickwrites with one another8) Share with the larger group and discuss how to hone your arguments for the draft workshop.9) Review introducing the author and title, use of context, and in-text citations.
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Homework 1) Finish your first draft of Paper 3 for Class 26. Remember that if you're absent on the day of a draft workshop or you show up without a draft, you'll automatically lose 25% of your paper grade.

2) Print and finish [practice A & B](#) for grammar quiz 10 for Class 26. Also, don't forget to get the correction binder in the Writing Center, check your work, and record the score on your record sheet. It will be helpful to keep all your grammar sheets together in your binder with that record sheet. If you score below 70%, remember that you have to meet with an instructor to review your grammar

Class 26 TH 1) Draft Workshop
2) Review the grammar for Grammar Quiz 10

1) Based on the feedback you received from your peers and your own intuition, revise and improve upon your first draft (with a new, clean version). Then fill out a tutor conference form (handout). Bring all your paper materials (including your assignment, latest draft, and tutor conference sheet already completed) and go have a tutor conference in the Writing Center this week. Make sure to have the tutor fill out the tutor conference sheet and get it signed. Once you've had a tutor conference, revise your paper again and prepare your final draft, which will be due at Class 27 (the Tuesday before Thanksgiving Break). The turn-in order for the paper is as follows (from top to bottom):

Homework

- A) Scoring rubric: handout
- B) Blank piece of binder paper for comments
- C) Final draft
- D) Tutor sheet
- E) Interim draft
- F) Feedback sheet
- G) First draft
- H) Intro paragraph
- I) Planning worksheet

2) Review all your grammar for Grammar Quiz 10 (our last one for the semester!)

WEEKLY COURSE SCHEDULE: Week 14

Note: You should have completed 21 hours in the Writing Center by the end of this week. Remember that you can only double hours in the last couple weeks. Hours beyond double will not be counted.

Class 27 T 1) Syllabus calendar
2) Read-around of final draft of Paper 3
3) Quickie review of grammar for Grammar Quiz 10
4) Grammar quiz 10 given

5) Summative essay introduction

1) Give some thought over the break (reread each of your three essays) and see which one you think is strongest. When you get back, I'm going to ask you to do one more revision on the essay you chose, and it will be due on the Thursday of Week 15. In this revision, make sure to improve your argument by including

Quotes, paraphrase, summary, example.

Homework

A statement of what your opposition thinks and what flawed logic you find in the opposition's arguments.

A deeper and richer understanding of the issues, providing the context for their arguments.

The summative essay should be the strongest writing that you've done all semester, and it will count for 20% of your final grade.

Class 28 TH Conferences on summative essay

WEEKLY COURSE SCHEDULE: Week 15

Note: You should have completed 21 hours in the Writing Center by the end of this week. During finals week you should complete your 22.5 hours. Remember, you also need three tutor sessions for the class to complete the Writing Center component of the class, so hours alone is not sufficient.

Class 29 T

- 1) Syllabus calendar
- 2) Lab hours check
- 3) Grade strips distributed
- 4) Work handed back. We'll cover grammar quiz 10. If you didn't score at least 70%, you can make up this last quiz in the ASC through Friday of this week.
- 5) If you haven't already done so, reread each of your three essays and see which one you think is strongest. Take that essay and revise one more time and make sure to improve your argument by including

Quotes, paraphrase, summary, example.

A statement of what your opposition thinks and what flawed logic you find in the opposition's arguments.

A deeper and richer understanding of the issues, providing the context for their arguments.

The summative essay should be the strongest writing that you've done all

semester, and it will count for 20% of your final grade.

6) If you got back Paper 3 and did not receive a point for a tutor conference, you can either revise Paper 3 and get a tutor conference, or you can revise one of the other papers for the Summative Essay, and Dave will count that conference.

Homework 1) Finish your summative essay for Class 30.

2) If you have any other work to turn in, it is due at Class 30 (including revisions, journals, etc.). If you turn in the paper or any other work after Class 30, it will be considered late. Paper 3s that are submitted late will lose a letter grade a day.

Class 30 TH 1) Turn in your summative essay
2) Class feedback

Homework 1) If you want to get back your summative essay with comments and see your overall course grade, you're welcome to come to the final.

WEEKLY COURSE SCHEDULE: Week 16

Note: Do be on time for the final because we will only meet long enough to return work and hand out grades.

Since there is no final for the class, we'll gather at 9 am, at which time Dave will return your summative essay and hand out the print outs of your overall course grade.

- 1) Summative essays returned with grade
- 2) Course grades distributed