

Syllabus for: English 150: Pre-collegiate Reading and Writing	
Semester & Year:	Spring 2015
Course ID and Section Number:	Engl 150 E6821
Number of Credits/Units:	3
Day/Time:	M/W (1:15-2:40PM)
Location:	HU 114
Instructor's Name:	Lesley Manousos
Contact Information:	Office location and hours: By appointment Phone: N/A Email:lesley-manousos@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. • Critically read and respond to argumentative texts. • In a multi-stage process, incorporate feedback (from instructors and peers) in essay planning and drafts. • 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 document to me as promptly as possible so that necessary arrangements can be made. If you have a disability, 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 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.	

**English 150:
Pre-collegiate Reading and Writing (3 Units)
Spring 2015**

Meeting Times: M/W (E6821) 1:15-2:40PM HU 114

Instructor: Lesley Manousos

Office Hours: By appointment

Writing Center Hours: M 11:40-1:05, M/W 4:25-5:50PM and 6:00-7:25PM, T/Th 6:00-7:25

Email: lesley-manousos@redwoods.edu

Prerequisite: English 350 (or equivalent) with a “C” grade or better, or assessment recommendation for English 150.

Required Course Materials

Textbooks:

- Maasik, Sonia and Jack Solomon, eds. *Signs of Life in the USA*. 7th ed. Boston: Bedford/St. Martin's, 2012. Print.
- Lunsford, Andrea. *EasyWriter*. Boston: Bedford/St. Martin's, 2014. Print.

Other Materials:

- A three-ring binder or folder to keep all work.
- A single subject notebook for daily in-class writing.
- 4 blue books for reading quizzes.
- Access to a computer with Internet and word-processing capabilities.
- A flash drive (or some means of saving assigned computer work).
- One letter-size folder (for submitting final drafts of papers).

Course Outcomes

For successful completion of this course you will be able to

- Develop an effective, thesis-driven argument appropriate to an academic audience.
- Critically read and respond to argumentative texts.
- In a multi-stage process, incorporate feedback (from instructors and peers) in essay planning and drafts.
- Apply basic grammar and punctuation rules, particularly those that address sentence boundaries.

Catalog Description of English 150

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.

Overview

The content of this class will examine many facets of our consumer driven popular culture, but with an emphasis on the way advertising influences the way we think about both ourselves and our culture. During the course of the semester we will analyze advertisements, movies, essays and academic writing. We are all consumers, so we can draw on our own knowledge and experiences when using consumption as a lens through which to analyze our culture. Certainly, once we start to think analytically about our own lives we can then, hopefully, apply this analytical lens to everything we observe in the world around us, and perhaps in the process become active and engaged citizens rather than passive consumers of popular culture.

In this course you will spend the majority of your time either reading or writing, or talking about reading and writing, (both your own, your peers, and assigned texts). You will also collaboratively review and revise your writing.

This class will function in many ways as a writing workshop, with class meetings often involving peer review of essay drafts and group work. Most classes will start with short in-class writings, and then consist of class discussions, brief lectures and lots of writing. Your writing will be comprised of informal and formal in-class writing (including reading responses and reading quizzes), and out of class essay drafting and revising.

As you can see the main focus of this class is for you to become a confident and competent reader and writer, who, at the end of the class is able to produce polished, thesis-driven analytical writing.

Course Requirements

Writing

- 1.5-2 page Reading a Visual Image Exercise = 3 points
- 2-4 page Advertising Analysis Essay (single image) = 5 points
- 3-5 page Reading Based Argumentative Essay = 10 points

- 3-5 page Reading Based Argumentative Essay = 10 points
- 5-6 page Summative Essay = 20 points

Reading

Four reading quizzes = 20 points

Grammar

On-line grammar quizzes = 10 points

Writing Center

22.5 hours attendance, minimum 3 conferences = 10 points

Participation

Class discussion and participation = 12 points

Letter Grades will be based on the following: 93-100=A / 90-92=A- / 87-89=B+ / 83-86=B / 80-82=B- / 77-79=C+ / 70-76=C / 60-69=D / 59 and below=F.

Summative Essay

After you've completed your three essays, you must 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 from our readings (paraphrase, summary, quotation); 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, so please take it seriously and give yourself plenty of time.

Writing Center

In order to receive 10% of your grade for Writing Center attendance you must 1) Complete 22.5 hours in the WC; 2) Complete three tutor conferences on your essays—at least one for each essay. Should you not complete both parts of the requirement, you will lose the full 10%, which could cause you to fail.

Tutoring

For all three of your out-of-class essays, you must have an instructor/tutor conference in the Writing Center. Please note: if you use the Light Center or the LAC tutoring staff, this is also OK as long as the tutoring form is filled out and signed. After our first draft workshop you must revise your essay then bring the assignment, the first draft, the revised draft and the tutor form to the Writing center for your conference. You will need to hand in all these materials including your completed tutor form (filled out by the tutor) with your final draft.

Due Dates and Late Work

Final drafts are due at the beginning of class on the due date listed on your assignment schedule. You are allowed one late final draft for this course, but this may only be used for the first two papers. *This gives you **one week's extension only**.* After that you'll 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% of the value of each paper. Thus, you cannot go higher than a "C" on a final draft if you have missed the draft workshop or came with no work at all. Absences are not acceptable on Draft Workshop days unless you have an emergency and you have written note from a doctor, an accident report, or an excused athletic absence for an away game. Drafts must be word processed; hand written drafts are not acceptable.

Revisions

You are entitled to revise any of your three papers this semester for a higher grade if you have completed the required draft workshops and turned your work in on time. (This revision can count both towards the individual paper grade and may be used as your summative essay. In order to do a revision, however, you must attend a tutor conference and turn in your graded essay, your additional tutor slip (signed and dated), and your revised essay. Revisions should be completed within one week of receiving your work back from me.

Make-up Quizzes

If you are absent on the day of a reading quiz, 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 quiz, but you'll lose 25% of the grade for your unexcused absence. In other words, be there on quiz days. It will be your responsibility to contact me to arrange a make-up quiz in the ASC section of the library. (You'll need a photo ID to use the ASC.)

Classroom Rules

- 1) Don't come in late or leave early; don't schedule appointments during class sessions.
- 2) Don't get up and go to the bathroom in the middle of class, unless it's absolutely necessary.
- 3) Don't eat in class unless you are diabetic, and you've indicated that to me.

Cell Phones

Cell phone use is strictly prohibited in the classroom. Please turn off the ringers and vibrate mode; they are distracting to you, your peers, and me. Any and all cell phone use, including text messaging is not allowed. Students fiddling with their phones will be asked to leave class and marked with an absence.

Conduct

This class involves a great deal of class discussion; during this exchange of ideas I expect all of us to be respectful, patient and open-minded in our interactions with each other. Therefore, please be aware that the use of sexist, racist or homophobic language will on no account be tolerated.

Class Attendance Policy

More than two absences will adversely affect your participation grade. Four absences and you will be dropped from the class.

The English Department Attendance Policy

Students at the College are expected to attend all sessions of each class in which they are enrolled. 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.

Excused absences require written medical, legal, or athletic documentation.

Because much of the classroom work you do is with your peers, your absence will adversely affect your peer group. **Also, if you are more than 10 minutes late to a class meeting you are still welcome to attend but be aware that you will be marked absent for that day.**

BE AWARE: Even if an instructor drops a student due to excessive absences, it is the student's responsibility to officially withdraw from class. Students must drop their classes by the appropriate deadline date through the current registration system (week 10).

Plagiarism and 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>

Turnitin.com (Online Plagiarism Checker)

All essays must be posted to Turnitin.com before you can receive credit for them. The process is simple and takes only a few minutes. You can access Turnitin through the CR class Canvas site or by going to Turnitin.com, and you will be able to submit your paper in the Writing Center or anywhere that you have access to the Internet.

Turnitin login info.:

Class ID # 9386343 Password: student

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.

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Please note: The syllabus may be updated or amended as needed.

English 150 Assignment Schedule

The class Assignment Schedule lists all homework assignments on the day that they are due. There will be a reading response to each essay we read. These responses will take the form of in-class writing (ICW) and reading quizzes so make sure you have done the readings and are prepared to write about them in class. *Homework will always be listed in the Assignment Schedule under the headings **Read and Write**.*

All your work should be collected in a folder or binder and brought to every class meeting. Your binder should contain your Syllabus and Assignment Schedule, work-in-progress, assignments to turn in, and any handouts I pass out. You should keep this paperwork, as well as assignments that have been returned to you and prewriting/drafts of formal essays, until the class is over.

Weekly grammar homework assignments are listed at the beginning of each week. You may go to the Writing Center to complete your online grammar homework, but you can also complete the assignments anywhere you have access to a PC. In order to get credit for your work, you must keep up with the quizzes and complete them during the assigned weekly window. You can find links to the online portion of EasyWriter at the class's Canvas site at "Assignments" under "Online Grammar Quizzes."

All your papers must be typed using the Modern Language Association (MLA) formatting guidelines: Papers must be double spaced, with one inch margins, using Times New Roman font. The title is centered, and the page number and your last name are placed in the top right corner (use header to place these). Your name, my name, the class title and the date are placed in the top left corner (**don't** put in header). All essays must be typed using MLA formatting.

Please bring *Signs of Life in the USA* to every class meeting. Abbreviations: *Signs of Life in the USA* = SL and *EasyWriter* = EW.

Week 1

Wednesday 1/21

Introductions to the course; Writing Center orientation

Week 2

Monday 1/26

Read: Course Syllabus and Assignment Schedule (handout); bring questions and signed half-sheet to class.

Also read: "Introduction" SL 1-22 and "Writing about Popular Culture" SL 23-36. Read and annotate; be prepared to discuss and write about the readings in class. (If you do not have your textbooks yet, Week 2 readings are available at Canvas under Resources; print them out and bring to class. In addition, copies of *Signs of Life* are available on reserve at the Learning Resource Center/Library Circulation Desk for you to photocopy.)

Wednesday 1/28

Read: "Brought to You B(u)y: The Signs of Advertising" SL 171-181.

Write: Reading a Visual Image using **assigned** advertisement and answering "Questions for Analyzing Images" on page 33 of SL and following the form of the sample analysis in SL 34-36. 1.5-2 pages, typed, double spaced following MLA conventions listed at the beginning of the Assignment Schedule.

Week 3

Weekly grammar and mechanics assignment: Watch video tutorials “What’s in a handbook?” and “How to find what you need in your handbook” (use the activation code located in your copy of EW to register for the online portion of the class) Due by end of day 2/8.

Monday 2/2

Class meets in LRC 103: BRING EASYWRITER

Read: “Masters of Desire: The Culture of American Advertising” by Jack Solomon SL 542-552. Read and annotate; be prepared to discuss and write about the readings in class.

In class: *Assignment sheet for paper #1 Advertising Analysis will be distributed today.*

Wednesday 2/4

In class: Reading quiz #1 (material from 1/26-2/2)

Week 4

Weekly grammar and mechanics assignment: Apostrophes

Read EW 122-124. Online quiz due by end of day 2/15

Monday 2/9

Read: “Kid Kustomers” by Eric Schlosser 222-226. Annotate text and be prepared to be prepared to discuss and write about the readings in class.

Write: First draft paper #1; minimum 1.5 pages. **In class:** Peer review.

Wednesday 2/11

Read: “Men’s Men and Women’s Women” SL by Steve Craig 187-198 AND “Dove’s ‘Real Beauty’ Backlash” by Jennifer Pozner SL 219-221. Annotate text and be prepared to be prepared to discuss and write about the readings in class.

Week 5

Weekly grammar and mechanics assignment: Capitalization

Read EW 134-137. Online quiz due by end of day 2/22 and Commas

Read EW 110-118. Online quiz due by end of day 3/1

Monday 2/16

NO CLASS PRESIDENTS' DAY

Wednesday 2/18

Write: Final draft of paper #1 due 2-4 pages following MLA formatting guidelines. Include all three drafts, peer reviews, and Writing Center Tutor form and put them in a folder with your name clearly printed on the tab. Include printed copy of your ad.

Read: "What We Are to Advertisers" by James Twitchell SL 182-186 and "The More Factor," by Lawrence Shames SL 90-96. Annotate text and be prepared to discuss and write about the reading in class.

In class: watch *Killing Us Softly 4* Jean Killbourne (DVD, 40 mins.) and assignment sheet for paper #2 will be distributed.

Week 6

Weekly grammar and mechanics assignment: Commas continued

Read EW 110-118. Online quiz due by end of day 3/1

Monday 2/23

Write: First draft paper #2; minimum 2 pages.

In class: Peer review

Read: “Careful You May Run Out of Planet: SUVs and the Exploitation of the American Myth,” by David Goewey SL 54-64 (student essay). Annotate text and be prepared to discuss and write about the readings in class.

Wednesday 2/25

In class: Reading (and Movie) Quiz #2 (readings and movie from 4/9-4/23).

Week 7

Weekly grammar and mechanics assignment: Comma Splices and Fused Sentences

Read EW 87-90. Online quiz due by end of day 3/8

Monday 3/2

Read: “Brought to You B(uy): The Signs of Advertising” S L 171-180. Annotate text and be prepared to discuss and write about the readings in class.

Write: Bring second draft of paper #2: Organization exercise.

Wednesday 3/4

Read: “A Faint Green Sell: Advertising and the Natural World” by Julia Corbett

SL 227-243 and “Car Advertising—Dominating Nature” by Alan Foljambe SL 246-248. Annotate text and be prepared to discuss and write about the readings in class.

Week 8

Weekly grammar and mechanics assignment: Fragments

Read EW 90-92. Online quiz due by end of day 3/15

Monday 3/9

Read: "Bright-Sided" SL by Barbara Ehrenreich 532-541. Annotate text and be prepared to discuss and write about the readings in class.

Wednesday 3/11

Write: Final draft of paper #2 due 3-5 pages following MLA formatting guidelines. Include all drafts, peer reviews, and Writing Center Tutor form and put them in a folder with your name clearly printed on the tab

In class: assignment sheet for paper #3 will be distributed.

SPRING BREAK

3/16-3/20

Week 9

Weekly grammar and mechanics assignment: Pronouns

Read EW 81-87. Online quiz due by end of day 4/5

Monday 3/23

Read: “Commodify Your Dissent” SL by Thomas Frank 163-170. Annotate text and be prepared to discuss and write about the readings in class.

Wednesday 3/25

In class: Reading quiz #3 (readings from 3/2-2/23)

Week 10

Weekly grammar and mechanics assignment: Pronouns continued

Read EW 81-87. Online quiz due by end of day 4/5

Monday 3/30

Write: First draft paper #3; minimum 2 pages.

In class: Peer review.

Wednesday 4/1

Read: “What’s in a Package” SL by Thomas Hine 118-127. Annotate text and be prepared to discuss and write about the readings in class.

Write: Second draft paper #3 minimum 3 pages.

In class: Organization exercise: Bring colored pens.

Week 11

Weekly grammar and mechanics assignment: Shifts

Read EW 110-118. Online quiz due by end of day 4/19

Monday 4/6

Read: "The Science of Shopping" SL by Malcolm Gladwell 97-103. Annotate text and be prepared to discuss and write about the readings in class.

Wednesday 4/8

Write: Final draft of paper #3 due 3-5 pages following MLA formatting guidelines. Include all drafts, peer reviews, and Writing Center Tutor form and put them in a folder with your name clearly printed on the tab.

Week 12

Weekly grammar and mechanics assignment: Shifts

Read EW 110-118. Online quiz due by end of day 4/19

Monday 4/13

Meet in LRC 103

In class: conferences for summative essay

Wednesday 4/15

Meet in LRC 103

In class: conferences for summative essay continued

Week 13

Weekly grammar and mechanics assignment: Subject-Verb Agreement

Read EW 68-75. Online quiz due by end of day 5/3

Monday 4/20

In class: Bring a copy of your revised summative essay 5-7 pages: Peer review exercise.

Wednesday 4/22

Read: "The Semiotics of Home Décor" SL by Joan Kron 128-137. Annotate text and be prepared to discuss and write about the readings in class.

Week 14

Weekly grammar and mechanics assignment: Subject-Verb Agreement

Read EW 68-75. Online quiz due by end of day 5/3

Monday 4/27

Read: "Dawn of the Dead Mall" SL by Mark Dery 111-117. Annotate text and be prepared to discuss and write about the readings in class.

Wednesday 4/29

Write: Summative essay due today 5-6 page summative essay and original graded essay paper clipped together (including grading sheet). No other documentation required.

Week 15

Monday 5/4

Read: "When I Grow Up" by Rebecca Mead. Handout and available at Canvas.

Wednesday 5/6

Write in class: Reading quiz #4 (readings from 4/1-5/4)

Finals Week

5/11-15

No regular classes this week.

Final meeting time: 1:00-2:00 Weds May 13

In class: Summative essays and reading quiz #4 returned; class celebration

