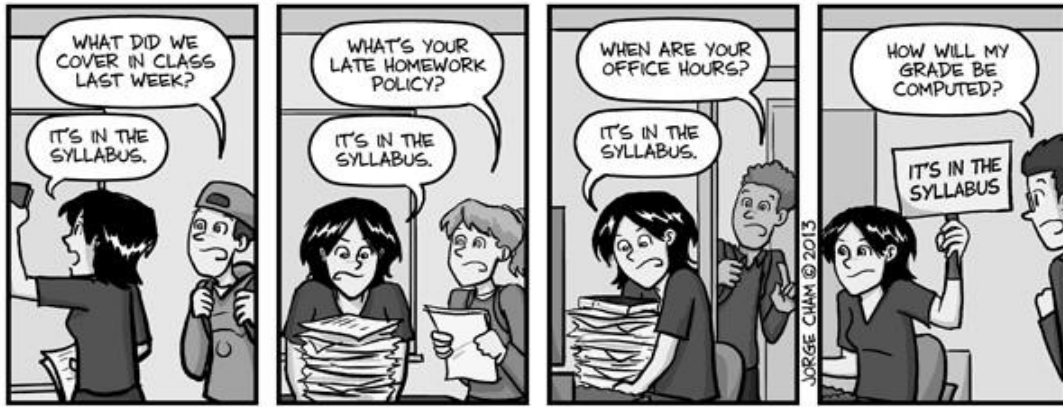


<b>Syllabus for: (name of class) ENGL 150 Precollegiate Reading/Writing</b>	
<b>Semester &amp; Year:</b>	Spring 2015
<b>Course ID and Section Number:</b>	ENGL-150-E6822
<b>Number of Credits/Units:</b>	3.5
<b>Day/Time:</b>	TTH 2: 50-4:15
<b>Location:</b>	HUM 207
<b>Instructor's Name:</b>	Susan Nordlof
<b>Contact Information:</b>	Office location and hours: CA 121 MW 9:30-11:00 Phone: 707-476-4336 Email: <a href="mailto:nordlof1@pacbell.net">nordlof1@pacbell.net</a>
<b>Course Description (catalog description as described in course outline):</b>	
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.	
<b>Student Learning Outcomes (as described in course outline) :</b>	
<ul style="list-style-type: none"> <li>• Develop an effective, thesis-driven argument appropriate to an academic audience.</li> <li>• Critically read and respond to argumentative texts.</li> <li>• In a multi-stage process, incorporate feedback (from instructors and peers) in essay planning and drafts.</li> <li>• Apply basic grammar and punctuation rules, particularly those that address sentence boundaries.</li> </ul>	
<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://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf">http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf</a>	

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.



# IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM

## ESSENTIAL ENGLISH 150 COURSE INFORMATION: SPRING 2015

**INSTRUCTOR:** Susan Nordlof

**EMAIL:** Susan-Nordlof@redwoods.edu

**OFFICE PHONE/ VOICE-MAIL:** (707) 476-4336

**OFFICE HOURS:** Creative Arts 121  
MW 9:30-11& by appointment.

If you show up at other times, please **do not** assume that I will be there or that I will be able to meet with you (since I may be preparing for class or running off to another class or to a meeting)

**WRITING CENTER HOURS:** LRC 102

**Day/Time:** TTH 8:30-9:55 T 4:25-6

Writing Center Phone: 476-4100 x4686

### DIRECTIONS FOR SUBMITTING PAPERS OUTSIDE OF CLASS

- There are two places where you may leave assignments for me outside of the classroom: the instructor drop box in the CREATIVE ARTS building OR the basket hanging on my office door. The drop box is more secure.
- If you submit any work outside of class, you **MUST ALSO** send the same assignment to me attached to an email which informs me that you have left a printed copy in the dropbox or the basket. If an assignment has not been turned in during class, you must provide me with **BOTH** the printed and the digital copy. In most cases, the date and time of the emailed copy will determine the date/time the work has been submitted.

**PREREQUISITE:** ENGL 350 (or equivalent) with a C grade or better **OR** Accuplacer recommendation for ENGL 150. **Be prepared to provide proof of eligibility if requested**

ENGL 150 Lab: ENGL 150 includes a .5 unit lab component that provides ENGL 150 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 the first week of classes. **In addition to the required hours, to receive credit for the lab portion of ENGL 150 (10% of total grade), students need to participate in at least three tutorials in the Writing Center over the course of the semester.**

## REQUIRED TEXTS AND MATERIALS

### ►REGULAR ACCESS TO A COMPUTER AND A PRINTER (INCLUDING THE MONEY AND/OR SUPPLIES FOR PRINTING).

Students in this class *must be* willing and able to register with and to use/access the following regularly, beginning the second week of classes:

CANVAS: 150 Course Website (by the beginning of Week 2)

Class-related email (via your CR email account) (by the beginning of Week 2)

Turnitin.com (an anti-plagiarism data base on the internet) (beginning the 5<sup>th</sup> or 6th week of classes)

**ALL OF THE COURSE READINGS AND MANY OTHER COURSE MATERIALS WILL BE AVAILABLE ON THE WEBSITE ONLY. STUDENTS MUST PRINT READINGS AND MATERIALS AND BRING THEM TO CLASS.**

**BUDGET FOR PRINTING NOW AS PART OF YOUR TEXTBOOK EXPENSES.**

**IT IS ESSENTIAL THAT YOU ARE ABLE TO DO THIS PRINTING THROUGHOUT THE SEMESTER. NEITHER COMPUTER PROBLEMS NOR A LACK OF SPARE MONEY FOR PRINTING WILL BE AN ACCEPTABLE EXCUSE FOR NOT HAVING READ MATERIALS DUE AND BROUGHT HARD COPIES TO CLASS.**

**If you will be printing from home, you may want to invest now in enough ink and paper to get you through the term. If you will be printing at CR, I advise you to set aside at least \$30 for printing at 10 cents a page.**

**I WILL HOLD STUDENTS RESPONSIBLE FOR ANY INFORMATION I SEND TO THE CLASS VIA EMAIL. Check your CR EMAIL often— at least once a day M-Th is a good idea (and I do the same).**

►**HOW CHILDREN SUCCEED: GRIT, CURIOSITY, & THE HIDDEN POWER OF CHARACTER**, Paul Tough (first assignment due by 1/27).

►**PRACTICAL MECHANICS & PRACTICAL MECHANICS EXERCISES** These two course packets are the grammar text for the class. They are only available at the CR Bookstore. (Together, they cost about \$30) (first assignment due by 1/22).

►**THREE** letter-size file folders for keeping essay materials together. **Do not** try to reuse the same folder for all essays: you will need **three** of them.

►A stapler or regular access to one. Your essays must have stapled pages, and **I do not provide a stapler in class.**

►**TWO 3-RING BINDERS**—one for *Practical Mechanics* (+ *Exercises*) and the other for handouts, assignments, and readings that you print from My CR. Please have these by Week 2.

►**DIVIDERS FOR ORGANIZING BINDERS.** For class materials, I recommend that following five labeled sections: **CLASS INFO, READINGS, ASSIGNMENTS, WRITING INFO, SUMMATIVE ESSAY.** For *Practical Mechanics*, you will need at least one divider to separate the textbook from the exercises that I will be passing out in class.

## ACADEMIC WORK & GRADING

►**3 FORMAL ESSAYS** (minimum 850 wds. ea. ). **24% of final grade.** Students will receive specific instructions for the essays. **At least two drafts (showing significant revision)**, and Writing Center tutorials are **REQUIRED** for each paper. Essays which have not been thoroughly revised after consultation with a Writing Center instructor or tutor will not be graded.

►**WRITING PROCESS: 6% of final grade.** Prewriting assignments for each paper. **To receive credit, these must be completed on time.**

► **SUMMATIVE ESSAY: 20% of final grade.** In the last week of classes, students will submit **one** of their revised formal essays to represent the best of their work in ENGL 150. The score on this essay will count as one-fifth of the grade in the course.

► **READING: 20% of final grade.** Quizzes, **class participation & discussion**, pre- and post-reading assignments/in-class writes.. **Students who have not completed the reading will not be able to participate in discussions or other activities, including quizzes and other reading-related assignments, and they will lose the opportunity to receive credit for these assessments.**

► **GRAMMAR: 15% of final grade.** Readings and exercises in *Practical Mechanics*, 6 quizzes, & 3 mechanical corrections assignments ( of your essays).

► **WRITING SAMPLE & ACADEMIC LITERACY: 5% of final grade.** **The Writing Sample is an informal writing assignment due on the second day of classes. Please keep in mind that students who do not turn it in may be dropped from the class by week 3 for non-participation.** Quizzes will also be given on information in the syllabus (course policies and schedule), assignments, and miscellaneous class documents. Careful reading and rereading of these materials will help you to succeed in the class, and the AL quizzes are intended to help motivate you to study the class documents.

► **WRITING CENTER: 10% of final grade.** Pass/Fail criteria: A total of 22.5 hours a semester; at least 3 verified Writing Center tutorials/conferences.

For a more specific grade breakdown for each assignment in the class, see the handout “**WHAT IS MY GRADE IN ENGLISH 150?**” **You should be referring to this handout and using it to keep track of your grade each week.**

• Work which is not turned in will receive zero credit and an F grade. In most cases, work turned in late will also receive zero credit—see the Late Work policy below for more information

• **For greater precision, I use plus (+) and minus (-) grades in this course when evaluating tests and assignments and when calculating final grades.**

• **With A Final Grade Of C (70%) or Higher in English 150, You Will Be Eligible for English 1A.**

**EXTRA CREDIT: The CR English department has a NO EXTRA CREDIT policy.** Students who wish to insure a passing grade or better should be attentive and diligent in completing the required course work on time, should attend class regularly and participate fully, and should make the best use of opportunities to seek expert feedback and revise their essays thoroughly (in the Writing Center and/or instructor office hours).

**SPECIAL NEEDS:** If you have special needs due to a verifiable physical, psychological, or learning disability, you are legally entitled to appropriate accommodations. The college offers a variety of services to support students with special needs, and you should talk with me as soon as possible if you would like my help with arranging accommodations to ensure your success in this course.

## **COURSE LEARNING OUTCOMES FOR ENGLISH 150**

### **WHAT SHOULD THE STUDENTS BE ABLE TO DO AS A RESULT OF TAKING THIS COURSE?**

- **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.**

# ENGLISH 150 POLICIES AND PROCEDURES

## COURSE REPEATABILITY

In Fall 2011, the state community college Board of Governors passed a new regulation **LIMITING HOW OFTEN A STUDENT MAY ATTEMPT TO TAKE A COURSE. “ATTEMPTS” INCLUDE EARNING A “D” OR “F” GRADE AS WELL AS DROPPING THE CLASS WITH A “W”**(generally, dropping **AFTER WEEK 2** of the semester—in Spring 201r, **dropping after 1/30/15**). All past attempts to take the course (non-passing grades or Ws back to 1985) **WILL BE** counted.

Students will have only **THREE TRIES** (initial registration and two repeated registrations) to successfully complete a class. After two attempts, financial aid to retake the class may be affected. A fourth attempt may be allowed by an approved petition and only in documented situations of circumstances beyond the control of the student.

**WHAT THIS MEANS TO YOU:** Students need to commit themselves from the beginning of the semester to the considerable work load required to pass ENGL 150 OR drop the course no later than **1/30/15**. **If you have registered for this course or ENGL 102 before and either not passed or withdrawn, it is especially important that you understand these regulations** (ENGL 102 and ENGL 150 attempts are added together and may not exceed 3 tries). If you have enrolled in the class, but your life is especially complicated with a heavy course load, a heavy work load, demanding family responsibilities, and/or demanding extra-curricular activities (like being a student athlete), then you should think carefully about how you will manage the stress and the time-management **NOW** while you still have the option to drop.

## ATTENDANCE POLICY

Since regular attendance is a critical factor in student success, students at the College are expected to attend all sessions of each class in which they are enrolled. In general, absences may be considered excessive when the number of absences exceeds the total number of hours that the class meets during one week. **The English Department Attendance Policy specifies that students may not miss more than two weeks of class. For example, if a class meets twice a week, students should not exceed 4 absences for the semester. If a student exceeds the limit on absences before week 11 of the semester, an instructor will notify the student that he or she has been dropped.** After week 10, excessive absences will likely result in failure.

**INSTRUCTORS MAY DROP STUDENTS UP TO 4/3/15 FOR POOR ATTENDANCE AND/OR NON-PARTICIPATION(ASSIGNMENTS NOT TURNED IN).**

**IN ENGL 150, YOU WILL BE DROPPED FROM THE CLASS IN THE FOLLOWING CIRCUMSTANCES:**

- **IF, BY 1/29/15, YOU HAVE HAD 2 OR MORE UNEXCUSED ABSENCES AND/OR HAVE NOT COMPLETED ASSIGNMENTS (SUCH AS THE WRITING SAMPLE).**
- **IF YOU HAVE 5 UNEXCUSED ABSENCES BEFORE 4/3/15.**
- **IF, BEFORE 4/3/15, YOU HAVE SHOWN A PATTERN OF NON-PARTICIPATION IN THE CLASS—MOST SIGNIFICANTLY, A PATTERN OF NOT COMPLETING ASSIGNMENTS ON TIME.**

**ARRIVING LATE OR LEAVING EARLY WILL COUNT AS A HALF AN ABSENCE.**

Students are considered late if they are not present when I take attendance at the beginning of class.

**If you are late, you must talk with me after class to insure that I have marked you tardy rather than absent.**

**TO BE COUNTED AS AN EXCUSED ABSENCE, YOU MUST PRODUCE MEDICAL OR LEGAL DOCUMENTATION CLEARLY STATING THAT YOU WERE TOO ILL TO ATTEND CLASS, YOU HAD A MEDICAL APPOINTMENT THAT CONFLICTED WITH CLASS, OR YOU WERE SUMMONED TO APPEAR IN COURT AT THE DAY/TIME OF CLASS.**

**NOTE:** Students who are parents may receive excused absences if they show medical documentation for their children's illnesses or appointments.

I understand that many of you cannot afford to see a doctor for a cold or the flu. If you need an excused absence because of ailments like these, please see the CR Nurse.

**CR Health Center: PE Building 114 707-476-4149 M,T 9-1 & WThF 1-5**  
**Flu shots still available. Schedule physical exams in person; all other services on a walk in basis.**

**DO NOT COME TO CLASS IF YOU ARE SICK!** Medical documentation from the Health Center will be adequate to excuse an absence or provide a due date extension.

**I DO take attendance and keep attendance records; students should also chart their attendance (including arriving late and leaving early) on the chart provided.**

The last day for a student-initiated drop with a refund is **1/30/15**. The last day for a student-initiated drop or for an instructor-initiated drop (without a refund and with a "W" on your transcript) is **4/3/15**

Before I drop anyone from ENGL 150, I will try to communicate with the student, providing I am able to reach him or her in class or by email. Do not just assume, however, that if your attendance and/or course work is poor that I have dropped you or will drop you. Check with me and/or drop the class yourself up to **4/3/15**. **If you think I have dropped you in error, please talk to me about reinstating you in the class (I can do this).**

**AFTER APRIL 3, INSTRUCTORS CAN NO LONGER DROP STUDENTS FROM THE COURSE.  
 IF YOU STOP ATTENDING CLASS WITHOUT OFFICIALLY DROPPING OR BEING DROPPED,  
 YOU WILL RECEIVE AN "F" IN ENGL 150**

---

## **OTHER POLICIES**

### **►MAKE-UP TESTS/QUIZZES:**

**READING QUIZZES CANNOT BE MADE UP.**

**MOST ACADEMIC LITERACY AND GRAMMAR QUIZZES CAN BE MADE UP IF STUDENTS ARRANGE WITH ME FOR THE MAKE-UP WITHIN TWO DAYS OF THE QUIZ.**

Most make-ups will be completed in the **TESTING CENTER** in the **ACADEMIC SUPPORT CENTER (in the library)**—preferably **AHEAD OF TIME**. **It is your responsibility to contact me about the make-up and to complete it WITHIN ONE WEEK OF THE TEST DATE; OTHERWISE, YOUR SCORE WILL BE ZERO.** Students will **not** be eligible for make-ups if they have taken the test and performed poorly or if they are unprepared for the test on the day it is scheduled.

Testing Center Hours: Monday -Thursday. 8:00 a.m. to 8:00 p.m. Friday 8:00 a.m. - 4:00 p.m.

### **►LATE WORK**

**ALL WORK SHOULD BE TURNED IN ON THE DUE DATE.**

By the third week of the semester, each student will receive two coupons, each good for one late assignment without penalty. One will allow you to turn in a **reading question assignment** up to **one week late** without penalty; and one will allow you to turn in a **second or (optional) third draft one week late** without penalty. **The coupon must be stapled to the late work when it is turned in.** Late papers—even those excused with a coupon—will be returned (graded) **later** than papers which were turned in on time.

Formal essays submitted late without a coupon (or later than one week with a coupon) will be **lowered one full grade** for each school day late, unless special arrangements have been made. (Example: if the due date was Monday, and you turn it in on Thursday, you will lose three grade points; if the due date was Thursday and you turn it in Monday, you will lose two grade points.)

**FORMAL ESSAYS MAY BE CONSIDERED LATE IF THEY ARE TURNED IN ON TIME BUT ARE NOT READY TO BE GRADED:**

- **BECAUSE A STUDENT HAS NOT UPLOADED THE ESSAY TO TURNITIN.COM,**
  - **BECAUSE A STUDENT HAS NOT INCLUDED A FIRST DRAFT WITH THE FIRST DRAFT CONFERENCE RECORD, OR HAS NOT REVISED THE FIRST DRAFT THOROUGHLY.** (See handouts on Paper Format and Grading FAQs for more details.)
- IN THESE CASES, DEADLINES WILL NOT BE EXTENDED**

**PREWRITING ASSIGNMENTS AND FIRST DRAFTS OF ESSAYS SHOULD ALWAYS BE COMPLETED ON TIME.** These essential preliminary steps cannot be delayed by any late coupons. If the prewriting is late, students will not get credit for it. If the first draft is late, a grade penalty will be attached to the completed paper, and these penalties may not be removed by redrafting the paper.

**Except for formal essays (2<sup>nd</sup>/3<sup>rd</sup> drafts), NO OTHER ASSIGNMENTS WILL BE ACCEPTED LATE, unless special arrangements have been made.**  
**THIS POLICY INCLUDES WORK WHICH MAY BE LATE BECAUSE OF AN ABSENCE, ILLNESS, ETC--UNLESS YOU PROVIDE A DOCUMENTED EXCUSE**  
**(SEE ATTENDANCE POLICY ABOVE)**  
**USE YOUR LATE COUPONS WISELY.**

If you have an emergency that warrants special attention regarding a deadline, contact me **before the deadline**. When special circumstances arise, I reserve the right to adjust the late paper policy, based on my judgment of the student's emergency situation and his or her past performance in the class.

► **COPIES:** Students are required to print and keep their own hard copies of all drafts (1<sup>st</sup>, 2<sup>nd</sup>, & optional 3<sup>rd</sup>) before turning them in to me. This is the best way to avoid losing work because of technological glitches.

#### ► **REVISIONS**

**TWO DRAFTS (the 2<sup>nd</sup> SUBSTANTIALLY revised) ARE REQUIRED FOR EACH FORMAL ESSAY.** Prewriting assignments must be approved by me (or by a Writing Center instructor) before a student proceeds with draft one. Although I will check that you have completed a first draft on the date it is due, I will not read it thoroughly (unless you meet with me in my office) or respond with written comments. Instead, you will plan your next revision with help from a teacher in the Writing Center or help from me during office hours. I will comment on second drafts and grade them. First drafts with proof of tutorial must be included with all second drafts submitted for a grade.

**IF YOUR FIRST DRAFT IS LATE MORE THAN ONE TIME, YOUR ESSAY GRADE WILL BE PERMANENTLY REDUCED BY ONE GRADE POINT.**

**IF AN EARLY DRAFT HAS BEEN SKIPPED OR HAS NOT BEEN REVISED THOROUGHLY OR IF YOU HAVE NOT RECEIVED WRITING CENTER FEEDBACK BEFORE REVISING, I WILL NOT ACCEPT THE LATER DRAFT FOR A GRADE.**

**By the time I have become aware of these problems, the deadline for the paper may have passed. NO SPECIAL EXTENSIONS WILL BE GIVEN IN THESE CASES.**

#### **OPTIONAL 3<sup>RD</sup> DRAFTS**

In an effort to improve your grade, you may revise each essay **one** additional time **after** receiving my comments and submit your revision for a possible grade increase. **These third draft are optional but are highly recommended for students who are not receiving passing grades on second drafts and for those who wish to excel in the course.** Due dates for optional third drafts will appear in the syllabus and on the assignment for each formal essay. **Third drafts MUST follow an assigned procedure, including an additional Writing Center conference and Turnitin .com submission, which you will learn about in class.**

#### ► **INSTRUCTOR COMMENTS & GRADES**

Most second drafts of formal papers will be returned, with comments and grades, **TWO WEEKS** after being turned in. Students will not receive the optional third drafts until the end of the semester. Essays which do not comply with the guidelines on the handout **FORMAT FOR SECOND (AND THIRD) DRAFTS** or essays which have not been uploaded to turnitin.com



will not be graded, nor will they warrant extensions on any subsequent revisions. Tests will be returned as soon as possible, well in advance of the next related quiz or test. Some work—in particular reading questions—will be corrected in class and turned in only for the grades to be recorded— not for instructor comments.

In addition, I do NOT use the My CR online gradebook, but I will provide you with materials for tracking and figuring your own grades. If you want to know the grade-to-date that I have for you in my gradebook, send me an email request.

## ►ACADEMIC HONESTY

**PLAGIARISM:** Before beginning the formal essays, students will receive a handout outlining the college and English department policies on plagiarism, including definitions and penalties. No essay which contains plagiarism--no matter how small an amount or how unintentional--will be graded, and students who are guilty of blatant plagiarism will be referred to campus authorities for disciplinary action.

**STUDENTS ARE RESPONSIBLE FOR UPLOADING ALL SECOND AND THIRD DRAFTS TO TURNITIN.COM, A SUBSCRIPTION DATABASE THAT CHECKS PAPERS FOR PLAGIARISM.**

**YOUR ESSAY WILL NOT BE GRADED UNLESS IT HAS BEEN SCANNED BY THIS PROGRAM, AND I HAVE RECEIVED THE RESULTS.**

**MISREPRESENTING SCORES ON GRAMMAR EXERCISES:** If a student misrepresents *Practical Mechanics* exercise scores, I will consider this academic dishonesty. The first time, I will simply grade the exercise set with zero points. If the problem occurs again, I will refer the student to campus discipline for academic dishonesty. By “misrepresenting scores,” I mean entering scores for work that was not completed and/or entering different scores than were actually earned.

## APPROPRIATE CLASSROOM CONDUCT

Generally, ENGL 150 students understand the standards of appropriate behavior for college students, so classroom conduct does not become a problem. **However, to avoid embarrassment or misunderstanding, students should be aware that the following behaviors are NOT ACCEPTABLE in class:**

- **Use of electronic devices in class, including cell phones and MP3 players, e-readers/notebook/notepad computers (without permission), and e-cigarettes or vaping devices. I HAVE A NO-TOLERANCE POLICY ABOUT TEXTING AND USING ELECTRONIC DEVICES IN CLASS. If you do so, I will stop whatever we are doing and tell you to leave the classroom. PUT YOUR PHONE & MP3 PLAYER AWAY before class starts,** and turn off cell phones before entering the class and the Writing Center. Texting or other inappropriate electronic activities during class will not only result in your being temporarily suspended from class IMMEDIATELY (that is, kicked out), but you may also be referred to campus disciplinary authorities. **CONSIDER THIS HANDOUT YOUR FIRST WARNING!** **If you think you need to use an e-reader, notebook, or computer in class, please meet with me to discuss appropriate guidelines.**

- **Side conversations between students while class is in session.** Even if you are talking about class work, side conversations are discourteous to the instructor and to other students who are participating in class discussions or who are trying to listen. (Of course, paired or group activities are sometime part of the class activities.)

- **Interrupting the class by entering late, leaving early, or coming and going from the classroom while the class is in session.** Take care of personal needs before entering the classroom. If you walk out of the classroom repeatedly (before class is over) or wander in and out repeatedly, you will be warned and ultimately suspended from the class and referred to campus disciplinary authorities. Again, such repeated behavior is disruptive and discourteous to the instructor and to the other students. (Of course, occasionally emergencies occur which makes such interruptions unavoidable. In these cases, please try to be as unobtrusive as possible.)

- **Sleeping, resting with head on desk and/or with closed eyes, sitting with hat or hoodie covering eyes.** If you are too tired or too bored to stay awake in class, then you should not be there. **Please be warned that if you are sitting with your eyes covered or closed, I will interrupt the class and tell you to wake up or leave the classroom.**

- **Engaging your instructor in a dispute about a course policy and/or grade while class is in session.**

The best time to discuss a policy and/or grade is during your instructor's office hours. If your instructor does not have office hours that you can attend, then ask for an appointment, perhaps before or after class or at another time that works for both of you.

●**Interrupting a class discussion or a lecture to ask an off-topic question, particularly one that pertains to you alone** (for example, "Did I miss anything when I was absent last week?"). I want you all to feel free to ask questions, but please try to ask them at appropriate times in the class session, and if the question does apply only to you, ask it before or after class or call/email me.

Keep in mind that it is not unusual to feel stressed by course work or policies and/or to feel badly about a grade. It is best, however, to **wait until you are calm to discuss in person or by email such matters with your instructor**. Your strong emotions will not excuse inappropriate behavior or tone, including anger, rudeness, or blame (not only in face-to-face communications but also in emails).

*For other guidelines regarding classroom behavior, please review the excerpt from **CR's Student Code of Conduct** posted on the class My CR site.*

## EMERGENCY PROCEDURES

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room) and review [www.redwoods.edu/safety.asp](http://www.redwoods.edu/safety.asp) for information on campus Emergency Procedures.

During an evacuation:

- Be aware of all marked exits from your area and building. Know the routes from your work area to the nearest exits.
- Once outside, move to the nearest evacuation point outside your building.
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (Be aware CR's lower parking lot and 101 frontage are within the Tsunami Zone).

RAVE – College of the Redwoods has implemented an emergency alert system. Everyone is entered already to receive a message at their CR email address. In the event of an emergency on campus, you can also elect to receive an alert through your personal email, and/or phones at your home, office, and cell. This emergency alert system will be available to all students, staff, and other interested parties.

Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the "Register" button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with "redwoods.edu."

We will test the system each semester to be sure that you are getting alerts at all of your destinations. Please contact Public Safety, 707-476-4112, [security@redwoods.edu](mailto:security@redwoods.edu), if you have any questions.

## INSTRUCTIONS FOR THE NEXT CLASS MEETING (Thursday, 1/22)

- **DUE: Take-Home Syllabus Quiz #1**
- **DUE: WRITING SAMPLE.**  
**Assignment: Write 1-1/12 typed pages telling me why you are attending CR, what you are hoping to gain from your higher (post-secondary) education, and how you see this class (on academic reading, writing, and critical thinking) fitting into your education/career goals. (If you turn in less than a full, typed page, you will not receive complete credit for the assignment.)**

**At the top left of the first page provide an ID block/heading:**

**Your name**  
**ENGL 150**  
**Professor Nordlof**  
**Date**

**If you have two pages, staple them together.**

- **DUE: *Practical Mechanics*, Read: Introduction 1-9**
- Before class, review carefully the Basic Course Information and Policies & Procedures handout. Be prepared to ask questions about anything you would like clarified. The class schedule part of the syllabus AND the handouts on figuring out your grade & attendance will be passed out on the second day of class .
- Come to class prepared to share what you've written and to discuss.

**HEAD'S UP— DUE** by beginning of WEEK 2: Read first 21 pages of *How Children Succeed*.

**DUE** by end of WEEK 2: Grammar Foundations 10-12, Chapter 1/Parts of Speech (all)

Complete Exercises: Identifying Nouns, Pronouns, and Verbs

Identifying Coordinating Conjunctions and Prepositions

## **HOW TO GET A GOOD GRADE IN ENGL 150 AND LEARN SOMETHING AS WELL –OR-- CHARACTERISTICS OF STUDENTS WHO EXCEL IN ENGLISH 150**

- They **begin all assignments well before the deadline and complete them conscientiously, including reading assignments.** They also turn in assignments **on time**—even ungraded work.
- They **print readings and other materials from My CR on schedule and bring hard copies to class.**
- They know how to **reach their instructor** (in her office and the Writing Center or via phone and email), and they do not hesitate to **ask her for help and clarification.**
- They refer to the **Class Schedule daily**, not only to see what is due for the next class but also to plan ahead for upcoming deadlines and tests.
- They **read handouts** (assignments, syllabus, and other guidelines) **thoroughly**, referring back to them throughout the semester; they follow directions carefully and ask for help when they do not understand what to do.
- They are **attentive in class: participating actively** in discussions, asking questions, and taking notes.
- They devote **an ample amount of time to course work**, which involves juggling multiple assignments and essay revisions and studying for in-class essays and for tests.
- They **miss very few (or no) class meetings**, and if they are absent, they take responsibility to see that work is turned in, to find out what they may have missed, and to keep track of their total absences and tardies (so they do not run afoul of the attendance policy).
- They make **good use of the Writing Center**, attending every week and seeking the one-to-one help and feedback which will improve their performance in the class.
- They **revise their essays thoroughly**, taking advantage of the third-draft option; they seek out more than one Writing Center conferences on each draft, getting advice from different tutors and instructors on how best to revise.
- They **motivate themselves** by choosing writing topics that interest them and by focusing on the importance of reading and writing skills to their academic and professional futures.
- They help to create a **positive classroom atmosphere** by showing consideration to one another, maintaining their good humor, and encouraging everyone to get the most from the class.

## CLASS SCHEDULE

- **Assignments are due ON THE DAY THAT THEY APPEAR ON THE SYLLABUS. For all reading assignments, be prepared for a quiz, an in-class writing, a group activity, and/or homework reading questions**
- **Academic Literacy quizzes may be given on the information in any class handout or assignment.**
- **Readings, handouts, and assignments from the Canvas Website *must* be printed out and brought to class.**
- **All of your work should be collected in your notebook and brought to every class meeting.** In addition to materials printed from the course Canvas site, your notebook should contain work-in-progress, assignments to turn in, and handouts I have passed 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.**
- During the first four weeks of the semester, please bring *Practical Mechanics* with you to class every day. After that, bring it on days when we are likely to discuss grammar and punctuation (usually on Thursday).
- In-class exercises and activities **may not be listed**, though they often will be announced in advance.
- **ABBREVIATIONS:** PM=*Practical Mechanics*, WEB: Posted on course website , CH=Chapter

**THE PROCEDURES AND THE SCHEDULE FOR THIS COURSE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.**

---

**WEEK 1**
**TUES 1/20**

Expectations for ENGL 150. Introduction to the course and to one another.

**THURS 1/23**

**Writing Sample:** Write 1-1/2 typed pages telling me why you are attending CR, what you are hoping to gain from your higher (post-secondary) education, and how you see this class (on academic reading, writing, and critical thinking) fitting into your education/career goals.

*At the top left of the first page provide an ID block/heading:*

Your name  
ENGL 150  
Professor Nordlof  
Date

*If you have two pages, staple them together.*

Take-Home Syllabus Quiz #1 (Academic Literacy Quiz 1)

*Practical Mechanics:* Read Introduction 1-9

Overview of class schedule

WRITING CENTER ORIENTATION

**WEEK 2: WRITING CENTER OPENS!**

**PRACTICAL MECHANICS--READ:** Introduction 1-9; Grammar Foundations 10-12; Chapter 1/Parts of Speech (all)  
**COMPLETE EXERCISES:** Identifying Nouns, Pronouns, and Verbs  
 Identifying Coordinating Conjunctions and Prepositions  
 (Be sure to correct the exercises this week and record your scores.)

**TUES 1/27**

**Read:** *How Children Succeed (HCS)*: Introduction + Ch. 1 up to p. 21 (Stop at “Mush”)  
**Reading Questions Due. Always be prepared for a reading quiz in class.**

1. On what **page** of the introduction does Paul Tough define the term, “the cognitive hypothesis”? Be sure you know what the term means for the in-class quiz.
2. **List** at least **five** of the qualities that Tough tells us “Economists refer to... as **non-cognitive skills**” (in the introduction).
3. In Chapter 1, Tough uses the term “**executive function.**” What does the term **mean** as he (and specialists in learning) uses it?

In Class: Academic Literacy Quiz 2 (Class Schedule)  
 Handouts on Figuring out Your Grade & Attendance

In class Grammar: Q & A on Chapter 1 *PM*  
 How to use *Practical Mechanics* and My CR

**THURS 1/29**

**Read/WEB:** “Diploma to Nowhere,” “Pathways through College (Part 1)”  
**Be sure to bring printed copies to class. Always be prepared for a reading quiz in class.**

In class Grammar: Q & A on Chapter 1 *PM*  
 How to use the course Web Site

**ANNOUNCEMENT: LAST DAY TO DROP WITH A REFUND, FRIDAY, JAN. 5**  
**LAST DAY TO DROP WITHOUT A “W”, SUNDAY, JAN. 7**

**WEEK 3: PM: SUBJECTS & VERBS**

**PRACTICAL MECHANICS--READ:** Chapter 2/Subjects and Verbs (all)  
**COMPLETE EXERCISES:** Complete Exercises: Identifying Simple Subjects and Principal Verbs  
 Identifying Prepositions, Subjects, and Verbs  
 (Be sure to correct the exercises this week and record your scores.)

**TUES 2/3**

**Read:** *How Children Succeed (HCS)*: Ch. 1 to end  
**Reading Questions Due. Always be prepared for a reading quiz in class.**

1. Before answering the question, be sure you understand what psychologists mean by the term “**attachment.**” According to Paul Tough (and all the research he summarizes), why is attachment important?
2. On the very last page of Chapter 1, Tough brings up a very significant (and hopeful) fact about **executive functions.** Explain what that fact is.

**Read/WEB Handouts:** The Arguable Thesis and The Arguable Topic Sentence; Claims, Claims, Claims: The Thesis; Developing Your Thesis  
**Be sure to bring printed copies to class**

In Class Grammar Topic: Identifying subjects and verbs

#### THURS 2/5

**Read/WEB** Handouts: Top Ten Rules for Academic Papers, Basic Recipe for a Short, Formal Essay (Engl 150), Conducting Primary Research. **Be sure to bring printed copies to class**  
 Essay #1 Assignment (You'll receive a print-out of the assignment in class.)

In Class Grammar Topic: Identifying subjects and verbs

**REMINDER: PRACTICAL MECHANICS EXERCISES & SCORING SHEETS MUST BE  
 UP-TO-DATE FOR GRADING BY NEXT WEEK**

#### WEEK 4: PM: CLAUSES & PHRASES

##### *PRACTICAL MECHANICS*

**READ:** Chapter 3/Clauses and Phrases (all)

**COMPLETE EXERCISES:** Identifying Independent Clauses, Dependent Clauses, and Phrases  
 (Be sure to correct the exercises this week and record your scores.)

#### TUES 2/10

**QUIZ #1: SUBJECTS AND VERBS. Turn in Exercises for Weeks 2-3.**

##### **Essay#1 Introduction Planning Due (WEB)**

**You will receive feedback in class on your planning. If your planning is late, you will receive zero points for it.** In addition, if it is not completed and approved, you must get it OK'd (with an instructor signature) in a Writing Center conference BEFORE working on the next step (due Thursday): the Planning Worksheet.

**Read/WEB** Handouts: Establishing an Arguable Context in the Introduction.  
**Be sure to bring printed copies to class**

In Class Grammar Topic: Identifying independent clauses, dependent clauses, and phrases

#### THURS 2/12

**Essay #1 Body Paragraphs Planning Due (WEB). You will receive feedback in class on your planning. If your planning is late, you will receive zero points for it.** In addition, if it is not completed and approved, you must get it OK'd (with an instructor signature) in a Writing Center conference BEFORE working on the next step (due Tuesday): the First Draft

**Read/WEB** Handouts: Strong Body Paragraphs, Constructing Paragraphs

In Class Grammar Topic: Identifying independent clauses, dependent clauses, and phrases

#### WEEK 5: PM: CLAUSES & PHRASES; QUOTATION MARKS

##### *PRACTICAL MECHANICS*

**READ:** Chapter 13/Quotation Marks (all). No exercises for quotation marks, but this material is relevant to your essays.

**COMPLETE EXERCISES:** Identifying Independent Clauses and Dependent Clauses in Sentences  
 (Be sure to correct the exercises this week and record your scores.)

#### TUES 2/17

**ESSAY #1, DRAFT #1. (I will check them today in class). If your first draft is late more than one time, your essay grade will be permanently reduced by one grade point.**

**Read/WEB** "Brainology" Dweck

**Be sure to bring printed copies to class. Always be prepared for a reading quiz in class.**

**Read/WEB Handout:** Using Sources in the Essays. **Be sure to bring printed copies to class**

In Class Grammar Topic: Identifying independent clauses and dependent clauses in sentences

#### **THURS 2/19**

**Read:** *How Children Succeed (HCS)*: Ch.2 up to p. 74 (Stop at “Grit”)

**Always be prepared for a reading quiz in class.**

**Read/WEB Handouts:** Revising Your Paper; Format for Second (And Third) Drafts  
College of the Redwoods Statement on Academic Integrity; The English Department’s Statement on Academic Integrity. **Be sure to bring printed copies to class**

In Class: What is Plagiarism? Overview of the English Department policy on academic integrity.  
Using Turnitin.com

In Class Grammar Topic: Fragments

#### **WRITING CENTER FEEDBACK ON THESIS-SUPPORT ESSAY 1, DRAFT #1: DUE BY THE END OF THIS WEEK.**

#### **TURN IN FIRST DRAFT CONFERENCE RECORD WITH DRAFT 2.**

#### **REMINDER: PRACTICAL MECHANICS EXERCISES & SCORING SHEETS MUST BE UP-TO-DATE FOR GRADING BY NEXT WEEK**

#### **WEEK 6: PM: FRAGMENTS**

##### **PRACTICAL MECHANICS**

**READ:** Major Sentence Errors 68-71; Chapter 4/Fragments (all)

**COMPLETE EXERCISES:** Fragments (Be sure to correct the exercises this week and record your scores.)

#### **TUES 2/24**

**ESSAY #1, DRAFT #2. ESSAY MUST ALSO BE UPLOADED TO TURNITIN.COM.**

**Check Late Paper Policy/Format for Final Drafts.**

**WEB:** Print & Read: Rubric for ENGL 150 Essays (Grading Standards); Read BEFORE your final edit of Draft 2.

**WEB:** Print & Read: Introductions & Conclusions, Strategies for Writing a Conclusion, Strategies For Effective Conclusions, Transitional Words and Phrases, Using Transitions Effectively . **Read BEFORE your final edit of Draft 2 to help you revise.** We will talk about the handouts in class over the next few weeks.

#### **THURS 2/26**

**QUIZ #2: CLAUSES AND PHRASES. TURN IN EXERCISES FOR WEEKS 4-5**

**WEB:** Print & Read: The Life Cycle of an ENGL 150 Essay, Mechanical Corrections Editing Guide

In Class Grammar Topic: Fragments

#### **WEEK 7: PM: RUN-ONS**

##### **PRACTICAL MECHANICS**

**READ:** Chapter 5/Run-Ons (all)

**COMPLETE EXERCISES:** Run-Ons (Be sure to correct the exercises this week and record your scores.)

#### **TUES 3/3**

**WEB:** Print & Read: **READINGS OF HUMBOLDT COUNTY HOMELESSNESS**

You will find MANY articles Humboldt County Homelessness on My CR in Resources> Readings> Research Sources for Essay 2 (Homelessness)> Main Readings for Essay 2. Print and read these articles carefully. Bring copies to class, and be ready for an in-class discussion and/or activity based on the problems and questions they raise. The articles will be the starting point for your second essay assignment.

In-Class Grammar Topic: Run-ons and comma splices

**THURS 3/5**

**Read:** *How Children Succeed (HCS)*: Ch.2 to end. **Always be prepared for a reading quiz in class.**

**WEB:** Read: Essay 2 Assignment (You'll receive a print-out of the assignment in class.)

In-Class Grammar Topic: Run-ons and comma splices

**REMINDER: PRACTICAL MECHANICS EXERCISES & SCORING SHEETS MUST BE  
UP-TO-DATE FOR GRADING BY NEXT WEEK.**

**WEEK 8:** PM: COMMON MINOR ERRORS; SPELLING, TYPOS, AND PROOFREADING (NO EXERCISES)

**PRACTICAL MECHANICS**

**READ:** Common Minor Errors; Spelling, Typos, & Proofreading 91-3. No Exercises.

**TUES 3/10**

**Essay#2 Introduction Planning Due (WEB)**

**You will receive feedback in class on your planning. If your planning is late, you will receive zero points for it.** In addition, if it is not completed and approved, you must get it OK'd (with an instructor signature) in a Writing Center conference BEFORE working on the Planning Worksheet (due Thursday).

**Read:** *How Children Succeed (HCS)*: Ch.3 all. **Always be prepared for a reading quiz in class.**

**WEB:** Print & Read: FAQs About ENGL 150 Grading.

In-Class Grammar Topic: Proofreading

**THURS 3/12**

**QUIZ #3: FRAGMENTS AND RUN-ONS. TURN IN EXERCISES FOR WEEKS 6-7.**

**Essay #1 Body Paragraphs Planning Due (WEB). You will receive feedback in class on your planning. If your planning is late, you will receive zero points for it.** In addition, if it is not completed and approved, you must get it OK'd (with an instructor signature) in a Writing Center conference BEFORE working on the next step (due Tuesday): the First Draft

**WEB:** Print & Read: Some Writing Templates from *They Say, I Say*;  
Revisiting what we've already read: Using Sources in the Thesis-Support Essays; CH 13 PM on Quotation Marks

**SPRING BREAK**

**WEEK 9:** PM: VAGUE PRONOUN REFERENCE

**PRACTICAL MECHANICS--READ:** Chapter 6/Vague Pronoun Reference (all)

**COMPLETE EXERCISES:** Vague Pronoun Reference

(Be sure to correct the exercises this week and record your scores.)

**TUES 3/24**

**ESSAY #2, DRAFT #1. (I will check them today in class). If your first draft is late more than one time, your essay grade will be permanently reduced by one grade point.**

**In Class:** Midterm Attendance Check; handout on Figuring Out Your Own Grade  
(Note that the last date for a student-initiated drop is Oct. 31)

In Class Grammar Topic: Vague Pronoun Reference



**THURS 3/26**

**Read:** *How Children Succeed (HCS)*: Ch. 4 all

**Reading Questions Due. Always be prepared for a reading quiz in class.**

1. Early in Chapter 4, Tough uses the term “**the college-graduate premium.**” What does this term mean? How does the college graduate premium today compare with what it was in 1980?
2. What does “**undermatching**” mean in regard to prospective college students? How does undermatching effect the probability of graduating college for highly qualified students?
3. Around the middle of the chapter, Tough summarizes the research of Melissa Roderick, who published a paper explaining the historical background for “the increasingly dire mismatch between American high schools and American colleges and universities.” According to Roderick, **how does the history of the high school system help to explain this mismatch?** Be specific.
4. Toward the end of the chapter, Tough quotes Jeff Nelson (of the OneGoal program), who claims that **freshman year** of college is a ‘magical timeframe’ for underprepared college students. Why does Nelson see freshman year as a special time for **closing “the achievement gap”**? Be specific, and be sure to compare the freshman experience of middle- and upper-middle-class students to the OneGoal students.

**MECHANICAL CORRECTIONS OF ESSAY # 1 DUE.** Make corrections with a pen on the same copy which I have returned to you with comments. This is a grammar assignment and does NOT constitute a third draft revision.

**WRITING CENTER FEEDBACK ON THESIS-SUPPORT ESSAY 2, DRAFT #1:  
DUE BY THE END OF THIS WEEK.  
Turn in FIRST DRAFT CONFERENCE RECORD with Draft 2.**

**WEEK 10: PM: PRONOUN-ANTECEDENT AGREEMENT**

**PRACTICAL MECHANICS--READ:** Chapter 7/Pronoun-Antecedent Agreement (all)

**COMPLETE EXERCISES:** Pronoun-Antecedent Agreement

(Be sure to correct the exercises this week and record your scores.)

**TUES 3/31**

**ESSAY #2, DRAFT #2 ESSAY MUST ALSO BE UPLOADED TO TURNITIN.COM.**

**Check Late Paper Policy/Format for Final Drafts.**

In Class Grammar Topic: Pronoun-Antecedent Agreement

**THURS 4/2**

**Read:** *How Children Succeed (HCS)*: Ch. 5 all

**Reading Questions Due. Always be prepared for a reading quiz in class.**

1. Tough notes that, although the poverty rate has gone up since the 1960s, poverty is not being discussed as a public policy issue nearly as much as it was decades ago. He then explains what—in his opinion—is the reason why. **What is that reason?** (*Be prepared to discuss in class whether you agree with Tough, or whether you think there are other reasons he does not mention that has caused our society to focus less on eliminating poverty.*)
2. According to Tough, “education reformers [in the past decade] have mostly united around one specific issue: teacher quality.” **What is Tough’s view on the theory that teacher quality is the key to closing the gap between high- and low-performing students? Summarize at least one of the reasons he gives to support his view on this theory.**
3. Toward the end of the chapter, Tough describes “an entirely different system for children who are dealing with deep and pervasive adversity at home.” **What are some of the programs that he asserts should be important parts of this new system?**

**WEB:** Read: Essay 3 Assignment (You’ll receive a print-out of the assignment in class.)

REMINDER: *PRACTICAL MECHANICS* EXERCISES & SCORING SHEETS MUST BE  
UP-TO-DATE FOR GRADING BY NEXT WEEK.

**ANNOUNCEMENT!**  
**LAST DAY FOR AN INSTRUCTOR-INITIATED or A STUDENT-INITIATED DROP:**  
**FRIDAY, APRIL 3.**

**WEEK 11: PM: COMMAS**

*PRACTICAL MECHANICS*--READ: Punctuation p. 117; Chapter 9/Commas, pp. 119-12.  
Comma Exercises to be completed next week.

**TUES 4/7**

**QUIZ #4: VAGUE PRONOUN REFERENCE AND PRONOUN-ANTECEDENT AGREEMENT**

**Essay#3 Introduction Planning Due (WEB)**

**You will receive feedback in class on your planning. If your planning is late, you will receive zero points for it.** In addition, if it is not completed and approved, you must get it OK'd (with an instructor signature) in a Writing Center conference BEFORE working on the next step (due Thursday): the Planning Worksheet.

**THURS 4/9**

**Essay#3 Body Paragraphs Planning Due (WEB)**

**You will receive feedback in class on your planning. If your planning is late, you will receive zero points for it.** In addition, if it is not completed and approved, you must get it OK'd (with an instructor signature) in a Writing Center conference BEFORE working on the next step (due Tuesday): the First Draft

In Class Grammar Topic: Commas

**WEEK 12: PM: COMMAS**

*PRACTICAL MECHANICS*--READ: Chapter 9/Commas, pp. 124-128  
**COMPLETE EXERCISES:** Commas (Be sure to correct the exercises this week and record your scores.)

**TUES 4/14**

**CLASS CANCELLED (INSTRUCTOR PERSONAL LEAVE DAY)**  
**Work on essay revisions.**

**THURS 4/16**

**ESSAY #3, DRAFT #1. Students whose first drafts are not completed on time may have a permanent grade penalty attached to their papers.**

In Class Grammar Topic: Commas

**WRITING CENTER FEEDBACK ON THESIS-SUPPORT ESSAY 3, DRAFT #1:**  
**DUE BY THE END OF THIS WEEK.**

**Turn in FIRST DRAFT CONFERENCE RECORD with Draft 2.**

**WEEK 13: PM: SEMICOLONS & COLONS**

*PRACTICAL MECHANICS*

**READ:** Chapter 10/Semicolons (all) and Chapter 11/Colons (all)

**COMPLETE EXERCISES:** Semicolons & Colons (Be sure to correct the exercises this week and record your scores.)

**TUES 4/21**

**ESSAY #3, DRAFT #2. ESSAY MUST ALSO BE UPLOADED TO TURNITIN.COM. Check Late Paper Policy/Format for Final Drafts.**

**ATTENTION!** If you choose to use your late coupon for Essay 3, you will not receive the graded Essay

until Dec. 1, with the following results: the Mechanical Corrections of Essay 3 (due 12/1) will be late, and you will have very little time to revise for the Summative Essay if you are planning to use Essay 3.

### **QUIZ #5: COMMAS. TURN IN EXERCISES FOR WEEK**

In-Class Grammar Topic: Semicolons & Colons

#### **THURS 4/23**

**MECHANICAL CORRECTIONS OF ESSAY # 2 DUE.** Make corrections with a pen on the same copy which I have returned to you with comments. This is a grammar assignment and does NOT constitute a third draft revision.

#### **WEEK 14: PM: APOSTROPHES**

##### *PRACTICAL MECHANICS*

**READ:** Chapter 12/Apostrophes (all)

**COMPLETE EXERCISES:** Apostrophes (Be sure to correct the exercises this week and record your scores.)

#### **TUES 4/28**

**ATTENTION!** If you choose to be absent today, you will not receive your graded Essay 3 until 5/5, with the following results: the Mechanical Corrections of Essay 3 (due 5/5) will be late, and you will have very little time to revise for the Summative Essay if you are planning to use Essay 3.

#### **Revision Workshops**

#### **THURS 4/30**

**CLASS CANCELLED (INSTRUCTOR PERSONAL LEAVE DAY)**

**Work on essay revisions.**

**REMINDER: PRACTICAL MECHANICS EXERCISES & SCORING SHEETS MUST BE UP-TO-DATE FOR GRADING BY NEXT WEEK (WED.).**

#### **WEEK 15:**

#### **TUES 5/5**

##### **Revision Workshops**

In-Class Grammar Topic: Apostrophes

**MECHANICAL CORRECTIONS OF ESSAY# 3.** Make corrections with a pen on the copy of the draft which I have returned to you with comments. This is a grammar assignment and does not constitute a third draft revision.

#### **THURS 5/7**

**SUMMATIVE ESSAY DUE**

In Class: Final Attendance Check; handout on Figuring Out Your Own Grade

#### **FINAL EXAM WEEK: MAY 11-15**

Note that there will be only one class meeting this week. Writing Center is open as usual.

#### **FINAL DAY/TIME:**

**FOR 1:15 CLASS—THURS 5/14 1:00**

**FOR 2:50 CLASS—TUES 5/12 3:15**

- **DUE: OPTIONAL THIRD DRAFTS OF THE ESSAYS YOU DID NOT USE FOR YOUR SUMMATIVE ESSAY**
- **QUIZ #6: SEMICOLONS, COLONS, AND APOSTROPHES**

**I WILL POST GRADES BY 5/22 AT 6 pm. DON'T FORGET TO CHECK WEB ADVISOR (VIA THE CR WEBSITE) FOR YOUR OFFICIAL GRADE REPORT!**