

<b>Syllabus for: English 150-Precollegiate Reading and Writing</b>	
<b>Semester &amp; Year:</b>	Spring 2015
<b>Course ID and Section Number:</b>	ENGL 150 – 06824 11:40am – 1:05pm
<b>Number of Credits/Units:</b>	3.5
<b>Day/Time:</b>	Tuesday/Thursday
<b>Location:</b>	HU 114
<b>Instructor's Name:</b>	Robyn Roberson
<b>Contact Information:</b>	Email: robyn-roberson@redwoods.edu
<p><b>Course Description:</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. 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.</p>	
<p><b>Student Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Develop an effective, thesis-driven argument appropriate to an academic audience.</li> <li>2. Critically read and respond to argumentative texts.</li> <li>3. In a multi-stage process, incorporate feedback (from instructors and peers) in essay planning and drafting.</li> <li>4. Apply basic grammar and punctuation rules, particularly those that address sentence boundaries.</li> </ol>	
<p><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.</p>	
<p><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.</p> <p>The student code of conduct is available on the College of the Redwoods website at:  <a href="http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf">http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf</a></p> <p>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.</p>	
<p>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.</p>	

## Class Policies

**The English Department Attendance Policy: Attendance is mandatory.** Since regular attendance is a critical factor in student success, students at the College of the Redwoods are expected to attend all session of each class in which they are enrolled. Census is 2/2/2015. If you are not actively participating (attending both class and the writing center, turning in assignments) in the class as of that date, you will be dropped. If you are still enrolled after the census, you must continue to attend regularly. Students may not miss more than two weeks of class. For instance, our class meets two days a week; therefore, any more than four absences for the semester would be considered “excessive.” 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. The last date to withdraw from a class is 4/3/15. Also please note, English 150 may only be repeated 3 times. Both failure and withdrawal count as attempts. If you are not here, you cannot learn. If you are absent, you are still responsible for all work that is assigned (check the syllabus, Canvas, and contact a classmate). To have an excused absence, you must provide a doctor’s note, an accident report, or an excused athletic absence for an away game.

### Punctuality

Class sessions are 85 minutes short, making it particularly important that you arrive on time or early for class. Arriving late is not only rude and unprofessional, but disrupts activities and group exercises. Arriving late and/or leaving early **three** times will count as one absence.

**Make-up exams:** If you are absent on the day of a reading or grammar 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.)

If you do not take a make-up test that I have arranged for you, I will not offer you another.

**Late Work:** There is one late coupon and a one-week grace period. I reserve the right to declare that an assignment has passed its usefulness.

**Academic Decorum:** 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. Student Conduct: 8. *Unauthorized use of cell phones, pagers, and other communication devices in all instructional areas and Library, including all labs and classrooms during instructional sessions* (2009-20210 Catalogue, page 133). After a verbal or written notice and giving the student an opportunity to respond, *any faculty member may, for good cause, order a student removed from his or her class for the day of the removal and the next class meeting* (Education Code 76032). Digital devices of any and all kinds are not permitted. Any type of disruption of the class and the learning process is not permitted.

**Academic Honesty:** Students are expected to observe the school policy on cheating and plagiarism, discussed in detail on pages 15 – 18 in the Course Packet. Students are responsible for uploading the three formal essays to Turnitin.com—you can do this in the Writing Center or anywhere you have access to the Internet. Detailed information for this can be found on pages 19 – 23 in the Course Packet.

NOTE: The syllabus is a contract between instructor and student. If you choose to remain in this class, you are agreeing to abide by the class policies as outlined above.

**Required Texts & Materials:**

- *50 Essays: A Portable Anthology, 4<sup>th</sup> edition*, Sam Cohen
- English 150 Course Packet (located in bookstore)
- Internet access to Purdue University Online Writing Lab (OWL)
- Four letter sized manila folders for essay submissions
- One loose leafed notebook with blank paper
- Regular access to a computer and printer
- Money to print readings and grammar exercises from Canvas, etc.
- Pen, pencil, and highlighter
- Means of back-up: flash drive and e-mail

**Classmate Contact Information:**

Name: \_\_\_\_\_ Contact Info: \_\_\_\_\_

Name: \_\_\_\_\_ Contact Info: \_\_\_\_\_

**Homework**

You should expect to work two hours outside of class for every one hour of class time in each lower division, general education course. In other words, you will need to devote at least an average of six hours per week to this course outside of the classroom to perform satisfactorily at the “C” level. Those desiring a higher grade should expect to spend more time, of course. **No** extra credit assignments are given for this class.

**Grade Assessment**

40% Formal Writing (three formal essays w/planning worksheets, intro paragraphs, etc.)

20% Summative Writing Sample (end-of-term)

20% Reading, Informal Writing & Participation

10% Grammar Exams & Homework

10% Writing Center

## Description of Assessment Categories

### Formal Writing (40%)

Essays -- Over the course of the semester, you will complete three out-of-class formal essays of 750-1200 words. Each essay must include a prewrite and at least two drafts (the latter of which must be tutored). All second drafts of each essay must be uploaded to Turnitin.com—you can do this in the Writing Center or anywhere you have access to the Internet.

Revisions -- You are entitled to revise the three papers for this semester. 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. You have **one** week to complete a revision. Please keep all your work in case I forget to record your grade.

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 (a late paper coupon will be handed out in class), but this may only be used **only** on the first two papers. The freebie is good to turn in a paper one week late (7 days). As for excuses beyond the freebie date, unless it's an emergency, remember that I've heard better than you can imagine: salmonella, assault with a deadly weapon, dead car battery, etc. I do not accept late papers: these will be given an F.

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

### Summative Writing Sample (20%)

The end of semester portfolio will be a revision of one of the three out-of-class essays of your choosing. In addition to the revision, your essay must include a mention of the opposition, an attack on that opposition, as well as paraphrase and quote from sources we've read. This draft must also demonstrate stronger organization, sentence variety, and word choice as well as the correction of any remaining errors. This work should demonstrate your readiness for English 1A.

### Reading, Informal Writing & Participation (20%)

Assignments and Quizzes -- You will respond to class reading assignments in two ways: 1) typed responses and 2) in-class quizzes or written responses. The format and manner in which assignments must be submitted will be explained at the time they are given. Typed responses must be physically turned in during class and must be completed before the class during which they are due. Annotate all readings carefully so that you will have the information you need for participating in reading workshops, discussions, and analyzing the arguments in the various readings.

### Grammar Exams & Homework (10%)

You will be given 5 quizzes based on the material in the Course Packet and from grammar links in Canvas. Completion of assigned exercises and quizzes comprise this portion of your grade. Some portion

of the class will refer to specific areas of concern; it is up to you to ask questions. Utilize the Writing Center when working on exercises.

### **Writing Center (10%)**

For English 150, the minimum requirement to attend the Writing Center is **22.5** hours. The Writing Center is open for 16 weeks which means students should attend an average of 1.5 hours per week. And English 150 students must meet with a tutor or an instructor at least three times during the course of the semester – one each for formal essays. You must also meet with an instructor to review any grammatical concepts not understood. You **do not** receive any points for WC attendance unless you attend for the **full 22.5** and **meet with tutor/instructor for each essay**.

### **An Invitation**

Writing is a process, constantly changing and evolving, as is your education. For one to succeed, it is important for you to think carefully about your education and become more reflective about it. I feel that the best way to become involved in this process is to get to know your teachers and to work with your colleagues. Please, don't fall behind. If you fear this may be happening, contact me. Don't wait until it is too late. Figure out a schedule (say 2-3 hours a day for six days) and stick to it. **The last day to drop this class is April 3, 2015**. If you do not have a C (700pts = 70%) by this time, I will urge you to drop this course. You will be required to keep track of all points accrued during this course on a scoring grid given to you in the second week of classes. This is an intense and very involved class that requires a lot of discipline from you. If you ask me, I will offer plenty of extra help. I look forward to getting to know each of you better and to seeing all of you succeed! Welcome and good luck!

### **Final Note**

This syllabus may be subject to change during the course of the semester.



## English 150 Course Schedule/Spring 2015

\*This is a fluid, living document: Due dates and activities are subject to change. These changes will be announced in class.

### Week 1 WC Hours 1.5

- T 1/20 Course Introduction, Questions at Issue
- Th 1/22 "Brainology" article (on CANVAS), Educational Autobiography due, Course Packet (CP) 15-21, Writing Center Tour

### Week 2

- T 1/27 *50 Essays* – "Introduction to Students: Active Reading ..." p. 1-14, Alexie's "The Joy of Reading and Writing: Superman and Me" p. 15 – 18 & King's "Reading to Write" p. 221 – 225, annotate "Against School" handout
- Th 1/29 Chapter 1 Everything is an Argument (handout), *50 Essays* – Rose's "I Just Wanna Be Average" p. 345--358

### Week 3

- T 2/3 Chapter 2 Everything is an Argument (on CANVAS), "How Dumb Can We Get? & "The Pursuit of Just Getting By" (on CANVAS – all one document)
- Th 2/5 *They Say/I Say* Chapter 1 (on CANVAS), *50 Essays*—Anzaldua's "How to Tame a Wild Tongue" p. 33--44
- Grammar: Subjects and Verbs quiz 1

### Week 4 WC Accumulated Hours 6

- T 2/10 *They Say/I Say* Chapter 2 (on CANVAS), Essay 1 Response Groups
- Th 2/12 *They Say/I Say* Chapter 3 (on CANVAS), Writing Center Conference – required, *50 Essays* -- Ehrenreich's "Serving in Florida" p. 129-138

### Week 5

- T 2/17 Essay 1 due – submit to turnitin.com, *50 Essays* – Ascher's "On Compassion" p. 46-48
- Th 2/19 *50 Essays* – Eighner's "On Dumpster Diving" p. 139-151

### Week 6

- T 2/24 *50 Essays* – Singer's "The Singer Solution to World Poverty" p. 378-384
- Th 2/26 Grammar: Independent and Dependent Clause/Phrases quiz 2

Week 7

T 3/3 Essay 2 Response Groups

Th 3/5 *50 Essays* -- Thoreau's "Civil Disobedience" p. 424 – 446, WC required conference

Week 8

T 3/10 *50 Essays* –Pollan's "Why Bother?" p. 312 – 320, Grammar: Fragments quiz 3

Th 3/12 Essay 2 due – submit to turnitin.com

**Spring Break T 3/17 and Th 3/20**

Week 9

3/24 *50 Essays* – Carr's "Is Google Making Us Stupid?" p. 91 -- 101

Th 3/26 *50 Essays* – Gladwell's "Small Change: Why the Revolution Will Not Be Tweeted" p. 169 -  
- 180

Week 10 WC Accumulated Hours 15

T 3/31 *50 Essays* – Burdick's "The Truth about Invasive Species" p. 83 -- 89

Th 4/2 *50 Essays* – Swift's "A Modest Proposal"p. 408 -- 416

Week 11

T 4/7 *50 Essays* – Didion's "Holy Water" p. 111 -- 116; Grammar: Run-ons quiz 4

Th 4/9 CANVAS – "A Faint Green Sell"

Week 12

T 4/14 Essay 3 Response Groups

Th 4/16 Essay 3 due

Week 13

4/21 Conferences

Th 4/23 Conferences

Week 14

T 4/28 Grammar: Commas & other punctuation quiz 5

Th 4/30 Revision Workshop

Week 15 WC Accumulated Hours 22.5

T 5/5            Revision Workshop

Th 5/7           Revision Workshop

Week 16

T 5/12           E6824 -- Reading Final from 10:45am – 12:45pm

Th 5/14          E6823 – Reading Final from 10:45am --12:45pm