

Syllabus for Engl. 102: Accelerated Precollegiate Analytical Reading and Writing

Semester & Year:	Summer 2015
Course ID/Section Number:	Engl 102 - D8744X
Number of Credits/Units:	4.5
Day/Time:	MTWTh 12:30-3:35 PM
Location:	DM 15 and DM 2 (TWTh)
Instructor's Name:	Deborah Gerth
Contact Information:	Office location: Associate faculty office Student conferences: M 11:45-12:15 and during lab Email: deborah-gerth@redwoods.edu Phone (message only): 465-2300

Course Description

An **accelerated** pre-collegiate-level course in **critical reading** and **reasoned writing**. Students analyze issues and claims presented in visual, oral, or written arguments and write **analytical and argumentative essays** based on those issues. Close analytical reading of and sustained written response to complex argumentative texts is required as **preparation for English 1A**. This course is designed for students who have placed into ENGL 350 but want the increased challenge of moving through the pre-collegiate preparation in a **rigorous, intensive, single-semester class**.

Student Learning Outcomes

1. Develop a thesis-driven argument appropriate to an academic audience.
2. Critically read and respond to argumentative texts.
3. Generate and organize general and specific support for a thesis.
4. Lab: Use feedback to support reflective learning, academic inquiry, reading, writing, revision, grammar and proofreading skills.

Required Books and Materials

1. *How Children Succeed* (Paul Tough)
2. *Easy Writer, 5th Ed.* (Lunsford) bundled with Launchpad Solo access
3. *American Heritage Dictionary (paperback)* or other collegiate paperback dictionary
4. Course packet (available at the Mailroom)
5. Binder with dividers and loose-leaf notebook paper (no spiral-bound notebooks, please)
6. Pencil and highlighter (for annotating as you read)
7. Flash drive or other computer memory device
8. Recommended: weekly planner (not a monthly calendar)

Grading

English 102 is a Credit/No Credit course and there are no letter grades. Instead, you will demonstrate proficiency in the reading and writing assignments and class participation to receive credit for the course. Your work will be evaluated with these scores:

Exceeds Expectations (high pass)
Meets Expectations (pass)
Does Not Meet Expectations (not yet passing)

An estimate of your current “grade” will be posted on Canvas. Be sure to check it frequently and talk with me right away about any problems.

Participation

Your participation is evaluated by your attendance, preparation for each class session, active engagement with in-class activities, and completion of ungraded assignments. This class is an active learning community and your participation is highly valued! *Even if you pass many of your graded assignments, you will not receive credit for the course if your participation does not meet expectations.*

English 102 is not a lecture class; it is busy with active, collaborative work, so your preparation is essential for your own learning and for the community. Since unprepared students are a drag on collaborative work, they will need to “fess up” and work on their own to catch up while groups are working.

Reading

Your progress in reading will be evaluated from class activities and reading quizzes. You need to complete each reading quiz to pass the course, and you need to pass (Meets Expectations) at least 3 reading quizzes.

Writing

Your progress in writing will be evaluated from your essays. You need to complete each of the 5 writing assignments to pass the course, and to pass (Meets Expectations) at least 3 of the 4 graded portfolio assignments. You will have the opportunity to revise essays that are not yet passing.

Portfolio

At the end of the semester, you will submit a portfolio of your reading quizzes and essays from throughout the term. A passing (Meets Expectations) portfolio is required to receive credit for the course.

Final Exam

The final will be essay questions that reflect on the reading and writing processes you learned this semester. You need to pass the final (Meets Expectations) to pass the course. Students with perfect attendance are excused from the final exam and receive an automatic pass.

Lab

Our time in the writing lab will be used for writing assignments, quizzes, and practice; if you miss lab you may miss an important assignment. Be sure you always have your books and materials with you, and your flash drive so you can save your work.

Attendance

Attendance is required since you cannot be learning if you are not here, and you *always* miss something when you're absent. There are no excused absences except for official school activities. Just as you would with a job, *you* must take responsibility for your absences and the assignments and learning you miss. Students with excessive absences may be dropped from the course; more than two absences are considered excessive for English 102 during summer term. Students with perfect attendance are excused from the final exam.

Classroom Environment

It takes everyone's contribution to create a positive, successful learning community. Hard work and shared respect are critical. The class will collaborate to define rules for how we work together.

Emergency Information

In an emergency, be prepared to evacuate the building efficiently if necessary. Use the evacuation routes posted on the map in your classroom. Bring your personal belongings with you. Assist nearby students with disabilities if you can, or ask others to help. Proceed quickly to the designated evacuation point and do not leave until given an all-clear by your instructor or other official. You can sign up for RAVE emergency alerts from the CR website (Emergency Info at the bottom of the page).

Special Accommodations

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.

Academic Misconduct

Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course.

The student code of conduct is available on the College of the Redwoods website at: <http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf>

College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.

Essential Question: How can the children in Del Norte County be more successful?		
Week	Themes and Skills	Readings and Essays
Week 1	<ul style="list-style-type: none"> • Introductions and syllabus • Mindful reading • Growth mindset • College writing conventions • College success issues • Personal education histories 	<ul style="list-style-type: none"> • “Brainology” (Dweck) • <i>College Fear Factor</i> (Cox) • Educational autobiography essay
Week 2	<ul style="list-style-type: none"> • Mindful reading • Children in Del Norte County • Metacognitive reading journal • Early childhood development issues • Nature vs. nurture • Critical voice and documentation 	<ul style="list-style-type: none"> • <i>How Children Succeed</i> (Tough) Intro. chapter • <i>HCS</i> Chapter 1
Week 3	<ul style="list-style-type: none"> • Mindful reading • Writing process • College essay conventions 	<ul style="list-style-type: none"> • <i>The Nurture Assumption</i> (Harris) • “Orchid Children” (Dobbs) • Portfolio Essay #1
Week 4	<ul style="list-style-type: none"> • Character and non-cognitive skills • Social context and code-switching • Sentence errors • Critical voice 	<ul style="list-style-type: none"> • <i>HCS</i> Chapter 2

Week	Themes and Skills	Readings and Essays
Week 5	<ul style="list-style-type: none"> • Metacognition and practice • List of works cited • Introduce portfolio 	<ul style="list-style-type: none"> • HCS Chapter 3 • Video: <i>The Address</i> • “The Last Thing You’ll Memorize” (Pogue) • Portfolio Essay #2
Week 6	<ul style="list-style-type: none"> • College success • Children in Del Norte County • College research 	<ul style="list-style-type: none"> • HCS Chapter 4 • <i>Community Wellness Vital Signs</i> (Building Healthy Communities online document)
Week 7	<ul style="list-style-type: none"> • Education and social mobility • Research 	<ul style="list-style-type: none"> • HCS Chapter 5 • “No Child Left Behind as an Anti-Poverty Measure” (Anyon) • “Community Called to Action” (Triplicate) • Portfolio Essay #3
Week 8	<ul style="list-style-type: none"> • Research • Final Exam 	<ul style="list-style-type: none"> • Research reading • Portfolio Research Proposal • Final Portfolio due _____

The syllabus and schedule are subject to change.