

**Syllabus for English 102:  
Accelerated Pre-collegiate Analytical Reading and Writing**

Professor Ruth Rhodes  
College of the Redwoods, Del Norte

*"Education is not the learning of facts but the training of the mind to think,"  
-Albert Einstein*

<b>Semester &amp; Year:</b>	Fall 2015
<b>Course ID / Section:</b>	ENGL-102 / Sections D038450
<b>Credits/Units:</b>	4.5
<b>Day/Time:</b>	Section D038450: M/T/TH 8:30-9:45 in DM 34
<b>Location:</b>	W8:30-9:55 in DM 2
<b>Contact Information:</b>	Office E7 in the "Faculty Clubhouse" Office hours: Tuesdays & Thursdays, 1:00-2:00 pm Phone: 465-2336 Email: <a href="mailto:ruth-rhodes@redwoods.edu">ruth-rhodes@redwoods.edu</a> Web: <a href="http://dn.redwoods.edu/coursenotes/rhodes/">http://dn.redwoods.edu/coursenotes/rhodes/</a>

**Course Description**

English 102 is 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.

**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. In the lab, use feedback to support reflective learning, academic inquiry, reading, writing, revision, grammar and proofreading skills.

**Required Books and Materials**

1. *Easy Writer* by Andrea Lundsford, Bedford / St. Martin's. ISBN#: 978-1457640469
2. *Nurture Shock* by Po Bronson and Angela Merryman, Twelve. 2009. ISBN#: 978-0-446-50412-6
3. A binder or folder for saving work, notes, and essay drafts
4. A memory stick or e-mail accessible cloud account to save work

**Attendance**

You are expected to attend all sessions of each class and lab. You may not miss more than two weeks (total) of class or lab. If you exceed the limit on absences

before week 11 of the semester, you will need to drop the class using Web Advisor in order not to receive a failing grade.

### **Grades**

Grades will be updated at the beginning of each week so you can check your progress regularly on our class's *Canvas* site. This is a Pass/Fail class. There is no extra credit. Students must receive 70% total in the weighted categories below to pass the class: 20% Prep work (cannot be made up if absent); 80% Essays (4 essays of varying lengths).

### **Typical Assignments**

You will have approximately 30-50 pages of reading per week. Quizzes, critical reading and writing assignments, writing practice exercises, and group discussions and activities will reinforce ideas and concepts in the class and motivate you to keep up.

Essays are worth the most points. All essays must be typed in MLA format, submitted in hard copy, and posted to *Turnitin.com*. Your class ID for that site will be **10291983**. Your enrollment password will be **rhodes**.

### **Expected Behavior**

The quality of your learning experience depends on everyone meeting certain expectations of behavior. They are:

1. **Attend regularly.** Contact the professor by phone or e-mail if you can't attend. Check the Canvas site for handouts, readings, or lectures that you might have missed or get in touch with a classmate so that you can be prepared for the next class.
2. **Arrive on time.** Class usually begins with a graded activity. You may not make it up if you are late or absent. If the door is shut, wait outside the classroom until the activity is completed and the door is reopened. This ensures that latecomers do not distract those who arrived on time.
3. **Engage and Focus.** Turn off your cell phone and put it away. Avoid side-conversations. Do not use a laptop without permission. If you must leave, do so quietly. Show respect and appreciation for classmates by listening, responding, and asking questions.
4. **Be prepared.** Have homework completed. Bring relevant books, handouts, and materials with you each day. If you are not prepared, "fess up" and observe group activities rather than participating so that you do not slow the group down.

Students not in compliance with expected behavior will be asked to leave class; in serious cases, students may need to petition the Dean of Humanities in order to attend again after being dismissed.

**Repeatability.** English 102 may only be attempted three times. Withdrawing after the drop deadline counts as an attempt, as does a failing grade.

**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 DSPP accommodation request at least one week before the first test so that 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 DSPP.

**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>

**Emergency Procedures.** Please review the campus evacuation sites, including the closest site to this classroom 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 (for DM 34 and DM2, the evacuation point is the parking lot by the smoking shelter).
- 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.

In the event of a lockdown, follow instructions. We will work together as a team to maximize our safety. This might mean keeping the doors closed and staying out of view, or improvising a defense.

**Equal Opportunity.** 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.

**Please note that the syllabus, class assignments, and schedule are subject to change  
English 102 Assignments, Fall 2015**

## **Prep Work & Reflection (20%)**

It's essential to be prepared for class. I give reading **quizzes**, assign **critical reading questions** along with readings, and require **critical writing assignments** which are done in lab. These last two kinds of work are generally checked for completion rather than accuracy. They serve as building blocks for your future essays, so the effort you put into them pays off when it comes time to do more formal assignments. **Reflections** are short writing assignments about how your writing process has shaped your learning experience so far, documenting what you've learned.

## **Formal Essays (80%)**

**Essay 1 (600+ words / 10% of course grade):** Respond to a question at issue in Carol Dweck's "Brainology," in Bronson and Merryman's "The Inverse Power of Praise," "Parents Who Praise for Effort..." by William Harris, or "The Key to Success: Grit" by Angela Duckworth. Do you agree, disagree, or agree in part with the writer's perspective? Why? Draw upon the evidence presented in the reading as well as your knowledge and experience to formulate and support your thesis.

**Essay 2 (650+ words) / 15% of course grade:** Respond to a question at issue in Bronson and Merryman's "The Lost Hour," Christopher Magee's "Lack of Sleep...", Peggy McIntosh's "White Privilege," or "Why White Parents Don't Talk about Race." What's your perspective on the question at issue? Draw upon the evidence presented in one or more of the readings as well as your knowledge and experience to formulate and support your thesis.

**Essay 3 (750+ words) / 20% of course grade:** Respond to a question at issues in Bronson and Merryman's "Why Kids Lie," Fen Xu *et al's* "Lying and Truth-Telling in Children," Jean Anyon's "Social Class and the Hidden Curriculum of Work," or Bronson and Merryman's "The Search for Intelligent Life in Kindergarten." What's your perspective on the question at issue? Draw upon the evidence presented in two of the readings as well as your knowledge and experience to support your thesis.

**Portfolio:** A folder containing **Essay 4**, your revised **essays**, and a **cover letter**.

**Essay 4 / Portfolio Essay (750+ words) Synthesis / 25% of course grade:** Respond to a question at issue raised in any of the readings that you have not previously written about, plus at least one academic-level outside source. What's your perspective on the question at issue? Draw upon the evidence presented in one or more of the readings as well as at least one reading from your research to formulate and support your thesis.

<b>Week</b>	<b>Schedule for English 102, Fall 2015</b>
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**Portfolio Cover letter (250 words in letter format) Reflection / 10%:** What have you learned in this class about how to write an academic essay? Reflect on your prewriting, drafting, and revising this semester. Cite specific papers, lessons, and moments when you grasped key ideas and put them into practice. Are you ready for 1A? What evidence in your portfolio says so, beyond your letter grades?

August 24 25 <b>26</b> 27	Introduction and student survey “Brainology” by Carol Dweck (Handout) <b>Critical Writing Assignment 1: Summary</b> Quoting, paraphrasing, and summarizing
August 31 September 1 <b>2</b> 3	<i>Nurture Shock</i> , “The Inverse Power of Praise” (1-26) “Parents Who Praise Effort...” by William Harris (Handout) <b>Critical Writing Assignment 2: Summary</b> <i>The Key to Success? Grit</i> by Angela Duckworth (Handout)
September 7 8 <b>9</b> 10	No class – Labor Day Essay 1 prewriting / <u>Census Day</u> <b>Essay 1 Drafting</b> Essay Workshop / <b>Essay 1 due by Friday, 1:00 pm</b>
September 14 15 <b>16</b> 17	<i>Nurture Shock</i> , “The Lost Hour” (27-44) <i>Easy Writer</i> , “The Top Twenty” (1-11) / Examining feedback <b>Essay 1 Revisions</b> Essay 1 reflection
September 21 22 <b>23</b> 24	“Lack of Sleep...” by Christopher Magee (Handout) <i>They Say, I Say</i> by Gerald Graff and Cathy Birkenstein <b>Critical Writing Assignment 3: Question at Issue</b> “White Privilege” by Peggy McIntosh (Handout)
September 28 29 <b>30</b> October 1	<i>Nurture Shock</i> , “Why White Parents Don’t...” (47-69) Essay 2 prewriting <b>Critical Writing Assignment 4: Question at Issue</b> <i>Easy Writer</i> , “Writing” (14-57)
October 5 6 <b>7</b> 8	<i>Easy Writer</i> , “Sentence Style” (94-107) <i>Easy Writer</i> , “Punctuation and Mechanics” (110-118 only) <b>Essay 2 Drafting</b> Essay Workshop / <b>Essay 2 due by Friday, 1:00 pm</b>
October 12 13 <b>14</b> 15	<i>Nurture Shock</i> , “Why Kids Lie” (73-92) <i>Easy Writer</i> , “Punctuation and Mechanics” (118-128 only) <b>Essay 2 Revision</b> Essay 2 reflection activity
October 19 20 <b>21</b> 22	“Lying and Truth-Telling in Children” by Fen Xu (Handout) <i>Easy Writer</i> , “Punctuation and Mechanics” (118-128 only) <b>Critical Writing Assignment 5: Synthesis</b> Essay 3 and Synthesis
October 26	“Social Class and the Hidden Curriculum of Work” by Jean

	Anyon (Handout)
27	<i>Nurture Shock</i> , “The Search for Intelligent Life in Kindergarten” (93-114)
<b>28</b>	<b>Critical Writing Assignment 6: Synthesis</b>
29	<i>Easy Writer</i> , “Language” (145-160) and Essay 3 prewriting
November 2	<i>Easy Writer</i> , “Sentence Grammar” (60-74 only)
3	<i>Easy Writer</i> , “Sentence Grammar” (75-80 only)
<b>4</b>	<b>Essay 3 Drafting</b>
5	Writing workshop / <b>Essay 3 due Friday, 1:00 pm</b>
November 9	No class. Veteran’s Day
10	<i>Nurture Shock</i> , “The Science of Teen Rebellion” (131-154)
<b>11</b>	<b>Essay 3 Revision</b>
12	<i>Easy Writer</i> , “Sentence Grammar” (81-92 only)
November 16	“The Mysterious Workings of the Adolescent Brain” by Sarah-Jayne Blakemore (Handout)
17	<i>Nurture Shock</i> , “Can Self-Control Be Taught?” (155-175)
<b>18</b>	<b>Critical Writing Assignment 7: Synthesis</b>
19	Introduction to the portfolio and cover letter
November 23	<i>Nurture Shock</i> , “Plays Well with Others” (177-196)
24	<i>Nurture Shock</i> , “Why Hannah Talks and Alyssa Doesn’t” (197-224)
<b>25</b>	<b>Essay 4 Drafting / Portfolio Revisions / Cover letter</b>
26	No class. Thanksgiving
November 30	Writing workshop
December 1	Conferences / Early portfolio turn in date
<b>2</b>	<b>Essay 4 drafting / Portfolio Revisions / Cover letter</b>
3	Portfolios due in class
<b>Finals Week</b>	<b>Class meets Tuesday, December 8 only</b> Portfolios returned; Class evaluation & feedback