

## Syllabus for ENGL-102– Del Norte Education Center

<b>Semester &amp; Year</b>	Spring 2016	
<b>Course ID and Section #</b>	D9492	
<b>Instructor's Name</b>	Professor Ruth Rhodes	
<b>Day/Time</b>	Class: M/T/TH 10:05-11:20 and Lab:10:05-11:30	
<b>Location</b>	DM 34 and DM 2	
<b>Number of Credits/Units</b>	4.5	
<b>Contact Information</b>	<i>Office location</i>	E7 in the "Faculty Club House"
	<i>Office hours</i>	Tuesdays and Thursdays 11:30-12:30
	<i>Phone number</i>	707-465-2336
	<i>Email address</i>	Ruth-Rhodes@redwoods.edu
<b>Textbook Information</b>	<i>Title, Edition, Author, and ISBN #</i>	<ol style="list-style-type: none"> <li><i>Easy Writer</i>, Fifth Edition by Andrea Lunsford ISBN#: 978-1457640469</li> <li><i>Nurture Shock</i> by Po Bronson and Angela Merryman ISBN#: 978-0446-50412-6</li> </ol>
<p><i>"Education is not the learning of facts but the training of the mind to think,"</i>  <i>-Albert Einstein</i></p>		
<p><b>Course Description</b>  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.</p>		
<p><b>Student Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>Develop a thesis-driven argument appropriate to an academic audience.</li> <li>Critically read and respond to argumentative texts.</li> <li>Generate and organize general and specific support for a thesis.</li> <li>In the lab, use feedback to support reflective learning, academic inquiry, reading, writing, revision, grammar and proofreading skills.</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 <a href="#">Disabled Students Programs and Services</a>. Students may make requests for alternative media by contacting DSPS at 707-465-2352.</p>		
<p><b>Academic Support</b>  Academic support is available at <a href="#">Counseling and Advising</a> and includes academic advising and educational planning, <a href="#">Academic Support Center</a> for tutoring and proctored tests, and <a href="#">Extended Opportunity Programs &amp; Services</a>, for eligible students, with advising, assistance, tutoring, and more.</p>		
<p><b>Academic Honesty</b>  In the academic community, the high value placed on truth implies a corresponding intolerance of</p>		

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scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: [www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf) 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 website.

### **Disruptive Classroom Behavior**

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; physically or verbally abusive behavior. In such cases, where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, he or she may be reported the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: [www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf) 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 website.

### **Emergency Procedures for the Del Norte campus:**

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Crescent City campus emergency map is available at (<http://www.redwoods.edu/District/Maps/dnmap.asp> ). For more information on Public Safety, go to <http://redwoods.edu/safety/> In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- 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 campus authorities.

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus, you can receive an alert through your personal email, and/or phones at your home, office, and cell. 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](http://redwoods.edu)." Please contact Public Safety, [707-476-4112](tel:707-476-4112), [security@redwoods.edu](mailto:security@redwoods.edu), if you have any questions.

## Attendance

Please attend all sessions of each class and lab. English Department policy does not allow for you to miss more than two weeks (total) of class or lab. If you exceed the limit on absences before Week 11, you must drop the class to avoid an automatic F.

## Workload and Expectations

This is a challenging class designed to bring you up to entry-level English 1A in terms of your critical reading and writing ability. You should prepare yourself for a challenging workload: 30-50 pages of reading per week plus weekly writing assignments. Some of this work can be done in lab, but you will need to organize your time to complete much of it outside of lab. See the schedule to pace your work.

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

1. **Attend regularly.** If you miss class, send me a curtesy e-mail me to let me know. Ask a friend or check Canvas for the homework. Please do not ask me, “Did I miss anything?” The answer will always be “yes.” Unlike in high school, it’s not your professor’s job to keep you caught up. I want you to succeed, and I’ve learned over time that the skills students often need most are the skills of resourcefulness and independence. Practice them here.
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—and that those who are punctual are rewarded.
3. **Engage and Focus.** Turn off your cell phone. Put it away. Avoid side-conversations. Do not use a laptop or tablet without permission. If you must leave, do so quietly. Show respect and appreciation for everyone present by listening, responding, and asking questions.
4. **Be prepared.** Have homework completed. Bring relevant books, handouts, and materials with you each day. Save graded work. If you are not prepared, “fess up” and observe group activities rather than participate so that you do not slow the group down.

## Grades

Grades will be updated regularly so you can check your progress on our class’s *Canvas* site. Please check your grades often—and let me know if you see an error on my part.

This is a Pass/No Pass class. Students must receive 70% total in the weighted categories to pass. There are no letter grades. There is no extra credit.

- 20% Prep work (cannot be made up if absent)
- 80% Essays (4 essays of varying lengths)

### Prep Work & Reflection (20%)

Learning to read carefully and critically is essential for engaging class discussions—and your success in college. Expect to take notes on each reading as you answer **critical reading questions**. Expect **quizzes** after each reading assignment and before class discussion.

Expect to write a great deal in lab. I will assign **prewriting activities** to prepare you for writing formal essays, and I will assign **reflections** after essays are graded and returned to help you be thoughtful about the feedback you receive. Both of these informal writing activities are counted in the “Prep Work and Reflection” category.

### Formal Essays and Portfolio (80%)

Your essays will demonstrate your developing readings and writing skill. For each essay, you will be asked to respond to a **question at issue** in a challenging reading. Essays will be worth an ever-increasing percentage of your grade as the course goes on:

- **Essay 1** (600+ words / 10% of course grade)
- **Essay 2** (650+words / 15% of course grade)
- **Essay 3** (650+ words / 15% of course grade)
- **Essay 4** (700+words / 20% of course grade)
- **Portfolio** (revised essays 1-3 + cover letter / 20% of course grade)

All essays must be turned in electronically to [www.turnitin.com](http://www.turnitin.com) AND in hard copy (that’s the copy I will grade). Late essays will lose 3 points (7.5%) per day, including the day they are late.

As a capstone to the class, you will be asked to turn in a **portfolio** of revised essays, demonstrating that you are ready for English 1A in terms of your reading and writing ability. Be sure to save all your graded essays to turn in with your revised versions.

**Please note that the above syllabus and attached schedule are subject to change.**

Week	Schedule for English 102, Spring 2016
January 18 19 20 21	Holiday: MLK's Birthday "Brainology" by Carol Dweck (Handout) <b>Prewriting Activity 1: Critical Reading Notes</b> Lecture and Activity: Identifying the Parts
January 25 26 27 28	<i>Nurture Shock</i> , "The Inverse Power of Praise" (1-26) Lecture and Activity: Paraphrasing and quoting <b>Prewriting Activity 2: Paraphrasing and quoting</b> "Stop Saying, 'You're So Smart!' 3 Better Ways to Praise Kids" by Renee Jain (Handout)
February 1 2 3 4	<i>Easy Writer</i> , "The Top Twenty" (1-11) <span style="float: right;">Census Day</span> Lecture and Activity: Signals and Walls & <i>They Say, I Say</i> format <b>Essay 1 Drafting</b> Essay Workshop / <b>Essay 1 due by Friday, 1:00 pm</b>
February 8 9 10 11	<i>Nurture Shock</i> , "The Lost Hour" (27-44) "Let Kids Sleep Later" by Terra Ziporyn Snider (Handout) <b>Prewriting Activity 3: Signals and Walls</b> Lecture and Activity: Sentence Style, <i>Easy Writer</i>
February 15 16 17 18	Holiday: Presidents' Day No class—Your Professor's Personal Day No lab: Make-up day on May 9 No class—Your Professor's Personal Day <i>This week, rewrite Essay 1 in response to feedback for your portfolio and write a 300 word reflection of what you learned from the revision.</i>
February 22 23 24 25	<i>Nurture Shock</i> , "Why White Parents...Race" (47-69) Lecture and Activity: Identifying Questions at Issue / "White Privilege" by Peggy McIntosh (Handout) <b>Prewriting Activity 4: Identifying Questions at Issue</b> Lecture and Activity: A Writer's Choices, <i>Easy Writer</i>
February 29 March 1 2 3	"Mizzou, Yale and Free Speech" by Nicolas Kristoff (Handout) Lecture and Activity: Tour-guiding the reader <b>Prewriting Activity 5: "Tour-guiding" the Reader</b> Lecture and Activity: Punctuation and Mechanics, <i>Easy Writer</i>
March 7 8 9 10	Lecture and Activity: Grammar, <i>Easy Writer</i> Lecture and Activity: Language, <i>Easy Writer</i> <b>Essay 2 Drafting</b> Essay Workshop / <b>Essay 2 due by Friday, 1:00 pm</b>

March 14-17	Spring Break
March 21 22 <b>23</b> 24	<i>Nurture Shock</i> , “Why Kids Lie” (70-92) Lecture and Activity: Examining and strengthening support / “Punishing Kids for Lying Only Makes Them Lie More” (Handout) <b>Prewriting Activity 6: Critical Reading Notes</b> Reflection on Essay 2
March 28 29 <b>30</b> April 1	<i>Nurture Shock</i> , “The Search for Intelligent Life...” (93-114) Lecture and Activity: Synthesis <b>Prewriting Activity 7: Synthesis</b> Social Class and the Hidden Curriculum of Work” by Jean Anyon (Handout)
April 4 5 <b>6</b> 7	Lecture and Activity: Synthesis continued Lecture and Activity: Introductions and Conclusions <b>Essay 3 Drafting</b> Essay Workshop / <b>Essay 3 due Friday, 1:00 pm</b>
April 11 12 <b>13</b> 14	<i>Nurture Shock</i> , “The Science of Teen Rebellion” (131-154) Lecture and Activity: Identifying kinds of support <b>Prewriting Activity 8: Strong Support</b> TED talk: “Grit” by Angela Duckworth
April 25 26 <b>27</b> 28	<i>Nurture Shock</i> , “Can Self-Control Be Taught?” (155-175) Lecture and Activity: Identifying Counterarguments / “The Limitations of Grit” by Aisha Sultan <b>Prewriting Activity 9: Counterarguments</b> Essay 3 Reflection
May 1 2 <b>3</b> 4	Lecture and Activity: Putting together the portfolio Writing Workshop for the Cover Letter <b>Essay 4 Drafting</b> Writing workshop for Essay 4
<b>Finals Week</b> May 9  12	<b>Make-up Day: Evaluation of Class / Turn in Essay 4 + Portfolio</b>  Essay 4 and Portfolio Returned