

Syllabus for English 102 – Eureka Campus		
Semester & Year	Spring 2016	
Course ID and Section #	E9020	
Instructor's Name	Jay Scrivner	
Day/Time	T,Th 2:50-4:55	
Location	HU 211	
Number of Credits/Units	4.5	
Contact Information	<i>Office location</i>	By Appointment
	<i>Office hours</i>	
	<i>Phone number</i>	
	<i>Email address</i>	Jay-Scrivner@redwoods.edu
Textbook Information	<i>Title & Edition</i>	The Nurture Assumption
	<i>Author</i>	Judith Harris
	<i>ISBN</i>	978-1439101650
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.		
Student Learning Outcomes <ol style="list-style-type: none"> 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. 		
Special Accommodations <p>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 at 707-476-4280.</p>		
Academic Support <p>Academic support is available at Counseling and Advising and includes academic advising and educational planning, Academic Support Center for tutoring and proctored tests, and Extended Opportunity Programs & Services, for eligible students, with advising, assistance, tutoring, and more.</p>		
Academic Honesty <p>In the academic community, the high value placed on truth implies a corresponding intolerance of 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,</p>		

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where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam 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 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; and 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 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

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 Eureka campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at:

(http://www.redwoods.edu/Eureka/campus-maps/EurekaMap_emergency.pdf). 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 Incident Commander or campus authorities. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

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.” Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions.

It doesn't matter what you learn when you learn it in a structure that can expand into other structures.

--Northrop Frye

Required Texts and Materials

--*English 102* Course Packet. Available only at the CR bookstore.

--*The Nurture Assumption*, Judith Rich Harris – Isbn: 978-1439101650

One of the following three books. Wait to buy until after class has started.

The Spirit Catches You and You Fall Down, Anne Fadiman Isbn: 978-0-374-53340-3

Beautiful Souls, Eyal Press – Isbn: 978-1-250-024080-4

An Italian Education, Tim Parks – Isbn:978-0-8021-4285-6

--3 Ring Binder, paper, pen

--Manila File Folder (to turn in written work)

--100 index cards

Essential Question: Does the environment inside the home or the environment outside of the home influence a person more?

Much of what we read this semester will help us understand how different cultural forces affect individual behavior. We will examine why some people can persevere and make good choices despite the challenges of life while others have real difficulty moving beyond the limitations they encounter in their experience. In *The Nurture Assumption*, Judith Rich Harris argues that a person's peer group has a greater impact on the person than the home/family life. In *An Italian Education* Tim Parks details how the Italian culture influences his family. In *Beautiful Souls* Eyal Press tells the stories of three people who resisted pressures in their respective societies and took a moral stand. In *The Spirit Catches You and You Fall Down* Anne Fadiman explores how cultural assumptions affect our understanding by telling the story of a Hmong girl's interaction with Western Medicine. Regardless of the arguments and different points of views we develop over the semester, the goal is to provide as many ways as possible to help you connect your experience, the beauty of who you are to the class material. Once you make connections you will have an easy time improving your reading and writing skills and becoming more confident, independent thinkers than you already are.

Overview

English 102 is a 4.5 unit class designed to emphasize the process of reading and writing. In the class you learn as a writer how to prove points by using different types of details. Ideally, you will be able to expand your personal experience in interesting and effective ways by using ideas from the reading. A good deal of emphasis in this class will be given to reading, developing reading skills and discussing what you've read. Focusing on the reading will help you with the writing.

The important idea to keep in mind is process. It is a pass/fail class which should help relieve some pressure when you get work back that is not passing. However, having taught the class a few times,

I share two types of experience that have frustrated students. At the end of the semester, a student shared that it was terrible to receive an essay marked not passing. He felt humiliated and wanted to quit the class. He stayed in the class due to sports and ended up passing by revising his work. Likewise, some students tell me they don't understand the reading, that it bores them. In these cases, as long as I know what is going on, I work with them to help them get enough out of the reading so that they can improve their writing and thinking. The main thing is that the students took responsibility and told me about their issues. They stayed on track, attempting the work and keeping up with work rather than giving up. My goal is always to work with your potential and to help you pass the class.

Since English 102 prepares you to go to English 1A, all aspects of the class are designed to emphasize process: revising work to improve it, developing your thinking about what you write, participating in class discussions and activities, asking questions, and finding joy in doing the work.

English 102 also has a **corequisite class, English 102L**. English 102 includes a .5 unit lab component that provides English 102 students with essential feedback on essays and individualized help on reading, writing, and grammar. Students spend approximately 90 minutes each week in the Writing Center (LRC 102), during a regular time period which is scheduled for the first week of classes.

Grading – Pass/No Pass

Since the class is process based and an intensive class, it is pass/no pass. The goal is for you to feel comfortable enough to do the work, to persist, without using a fear of grades as an excuse to avoid putting forth effort and doing assignments. All of your work will be evaluated.

Work will be evaluated using the following basis:

High Pass HP = Exceeds Expectations – no need to revise

Pass P = Meets Expectations – can revise, check with me

Low Pass LP = Partially Meets Expectations – need to revise

Not Yet Passing NYP = Does Not Meet Expectations -- Issues about clarity, understanding – need to revise but meet with me first.

There are three parts to the class. Positive Habits, Essays/Reading 1, Essays/Reading 2. You need to pass two of them in order to pass the class.

Positive Habits	Requirements
Attendance in Class	80%, so no more than 4 unexcused absences
Attendance in Writing Center	22.5 hours, conferences for each essay, at least 3 pick-a-passages
Preparation	Arriving in class on time with necessary materials and assigned reading and writing done.
Participation	Working in class with yourself and others in order to improve. Asking questions and sharing ideas

Essays/Reading 1	Requirements
Growth Mindset Essay	
Cinderella Essay	Pass at least 2 of 3 Essays/Presentation
Us and Them Presentation	
RQ 1, RQ 2, RQ 3, RQ 4	Pass at least 2 of these

Essays/Reading 2	Requirements
Reading Test 1 and 2	Pass at least one reading test
Synthesis Essay 1	
Synthesis Essay 2	Pass at least two of the essays
Summative Essay	
RQ5, RQ6, RQ7, RQ8	Pass at least two RQs

NOTE THE FOLLOWING POINTS

In order to pass the class, you need to do each of the assigned essays. Students who do not turn in one of the five essays cannot receive more than a Does Not Meet Expectations as a final writing grade. You also need to upload each of the essays to turninit.com. See below for details.

How to Pass

I know I just explained the criteria for passing, but I want to tell you a secret that is not really a secret. Those who pass discover the following pattern by doing the work. The pattern enables them to improve.

The assignments occur in a pattern of several smaller assignments/activities. The pattern is meant to give you repeated chances to work with the issues involved in low-stakes ways before you synthesize different points in an essay or presentation. The class is process based. Engaging with each step of the process and doing the work at each step is what you need to do to pass the class. Here is the process:

- 1.) Quick Write (QW) – Activates prior knowledge; helps you establish your opinions and range of thought on issues we will read about.
- 2.) Reading Assignments – need to mark the text. (Nurture Assumption = NA; all other readings are articles that I hand out)
- 3.) Class discussion, activities (quotes on note cards, Pick-a-passage, etc.), questions
- 4.) Reading Questions (RQ) or Reading Test or Both
- 5.) Pre-Writing
- 6.) First Draft Essay, typed, peer reviewed in class, tutor reviewed in writing center
- 7.) Second Draft Essay, typed
- 8.) Third Draft Essay if needed.

My goal is to have everyone who enrolls to persist. I want a 100% completion rate and a 100% pass rate. If you begin to struggle or have doubts, please speak up or talk to me privately before or after class. Your input can help me design a better class and teach more effectively.

Personal Goal Reading – Other than enjoying the work and passing the class, I would like you to set a goal to be more adventurous and active readers. I make this request because I believe setting such a goal will best help you improve your participation and your writing, two key parts of the class. Take a moment and describe what reading is like for you. Do you enjoy it or not? What happens to your mind when you read work for a class? Then select one or two items from the list on the board and note how they relate to your thinking about reading.

Campus Resources

Academic Support Center (ASC): The ASC provides individual and group tutoring, workshops, and computers.

Technical Assistance and Access: Computers, printers, scanners, and Internet are available in the Academic Support Center and other locations within the Learning Resource Center, Writing Center, and several labs on the Eureka campus. For assistance with MyCR or WebAdvisor, call Information Technology Services at 476-4160.

Students with Disabilities Special Accommodations: **I can allow special accommodations such as extra time on tests, quizzes, and exams only if you have a documented disability with DSPS.** If you know you need special accommodations or if you think you may qualify for special accommodations, please contact Disabled Students Programs and Services (DSPS). **Special accommodations may take weeks to process**, so contact DSPS this week. They are located in the new Administration building Room 113 and can be reached by calling 476-4280.

The CR Eureka campus has a new support program for eligible students called the ***TRIO Student Success Program***. You will get a personal advisor to help you plan and earn a certificate or degree, or transfer to a 4-year university. The program also provides help with financial aid processes, scholarships and forms, tutoring for difficult classes, workshops on study skills, careers, and money management, a yearly

university tour, and Club TRIO for social and cultural activities. Please visit our website for eligibility requirements and an application at www.redwoods.edu/trio or call Director, Brady Reed, at (707) 476-4303 for more information.

Help with English 102

Help in English 102 can be obtained from five sources:

- 1) **Me.** As the instructor, I am here to help. Ask questions in class and meet with me in the WC.
- 2) **The Writing Center.** Peer tutors are available to respond to your writing and to help you plan, organize, develop, rethink, and revise your writing. They can also help you with your reading. Instructors are available to assist you with grammar, mechanics, punctuation, writing and reading.
- 3) **The Academic Support Center (ASC)** located in the back corner of the Learning Resource Center (LRC). The ASC provides tutors free of charge (appointments are required).
- 4) **Your classmates.** The students in this class can be a support system for you. Form a study group. It will help you learn the material covered in the course and will provide motivation when your resolve falters.
- 5) In addition, **EOPS and DSPS** can also provide tutors.

Course Policies

Attendance— Students at the College are expected to attend all sessions of each class in which they are enrolled. 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 (for Spring 2016, this date is _____), 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. Arriving late or leaving early will count as 1/3 of an absence. Excused absences require documentation.

Conduct—Please show and practice respect for yourself, your classmates and the instructor at all times. Use academic language, participate, and do the work necessary to enjoy the challenges class offers. I will touch base with you individually if your behavior is counterproductive. Serious misconduct may result in suspension from the class. See the College of the Redwoods catalog for the complete policy on student conduct.

Late Work -- All work needs to be handed in during the class on the date due. You are allowed 1 late paper but must communicate with me about it. All planning work for essays and first drafts must be done on time. All tests must be taken on the day given. If you have an excused absence on the day work is due, you must make arrangements with me to make up the missing work in a timely manner, generally by the end of the next class meeting.

Revisions and Rewrites Two drafts—thoroughly revised—are required for each formal essay. The following information and work helps you produce a better essay. It is not busy work. Please honor the process. **I must approve topic and planning worksheets before a student proceeds with the first draft. Although I will check that you have completed a first draft on the date it is due, I will not read it thoroughly or respond with written comments unless you meet with me during my Writing Center hours. Instead, you will plan your next revision with help from a tutor or instructor in the Writing Center. I will comment on second drafts and grade them.** First drafts with proof of a conference must be included with all second drafts submitted for a grade. **If an early draft has been skipped or has not been thoroughly revised or if you have not had a Writing Center conference before revising, I will not accept the final draft and it will be considered late if not turned in on the**

due date.

Revisions for essays are due 1 week after you receive them unless you arrange for a different time frame by talking to me. To rewrite, consider my feedback, have a second Writing Center conference, rewrite the essay, attach the graded draft with the rubric, and resubmit it for reevaluation.

Plagiarism -- No essay which contains plagiarism—no matter how small the amount or how unintentional—will be graded, and students who are guilty of blatant plagiarism will be referred to campus authorities for disciplinary action

Department Policy dictates that you submit your essay to Turnitin.Com. Submit the draft you turn into me. See page below for instructions. If you don't submit your essays, I don't record the grade, meaning you need to upload your essay.

You will also rewrite reading questions when needed for a higher grade. The rewrite is due one week after your original assignment has been handed back to you.

Contacting Me – All of my contact information appears on the first page of the syllabus. Please arrange to see me during my lab hours or feel free to set up an appointment. You can talk to me after class or email me.

Instructor's Personal Note:

Please know that I love teaching. I am especially happy to teach this particular class because of the reading we will do and the thinking that will occur because of the reading. I have taught a wide variety of students, from International Baccalaureate candidates to students in Juvenile Hall. Creating real, often personal interest in the class was one of the main factors in student success, and this class, I hope, will help you create interest enough to overcome frustrations that challenging work creates. At CR, I have taught English 102, 350, 150, 1A and 1B. The reading and writing you do this semester will prepare you to move on. When I haven't been able to teach, I've worked on a fishing boat, at a coffee shop, in a warehouse, and as a full-time gardener. I graduated from Denver University with a BA in English and minors in Art and Italian. Then I spent two years at the University of Washington where I received an MFA in creative writing. I moved to Humboldt County so that my lovely wife Sunni could go to the Dell'Arte School of Physical Theatre. She has transitioned from performing into running her own yarn store, and I have begun writing again as well continuing to teach. We have adopted 2 children, both from China. Luan is 12 and August is 11. It is amazing to see them grow and change. It is also amazing to see how students grow and change, hence my happiness about life in general and about teaching in particular.

When Valerie Bettis first got into the movies, someone interviewed her, asked her how it felt to be successful. She said, "What do you mean? I've always been a success."

--John Cage, *A Year From Monday*

Turnitin is available online at www.turnitin.com

Create a User Profile

To create a user profile:

1. Go to www.turnitin.com.
2. Click create a new user profile on the Turnitin homepage.
3. Follow the on-screen instructions. When you are done creating your profile, you will be asked if you want to use the student class enrollment wizard. We recommend that all new users use the wizard to enroll in their class.

If you choose to use the student class enrollment wizard, you can bypass the next several steps for your first session with Turnitin and skip to the section “Submitting a Paper”.

Logging In/Logging Out

To login to Turnitin:

1. Go to www.turnitin.com.
2. At the top right, enter your email address and user password.
3. Click “login” to open your Turnitin homepage.
4. When you are through using Turnitin, click “log-out”.

Enrolling in a Class

Your student homepage lists your enrolled classes. If you are a new user, your homepage will be empty.

To enroll in a class:

1. Click the “enroll in a class” button on your homepage.
2. On the next screen, enter the class id 11493017 and enrollment password “calvino” (all lower case, no italics) for your class.
3. Click submit to enroll in the class and add it to your homepage.

If you do not have a class id and enrollment password, please contact your instructor.

102 Daily Schedule Spring 2016

This schedule is tentative and may change. Assignments are due on date noted. Please look ahead and plan accordingly. Also, multiple assignments are due on the same day. It is often necessary to do homework everyday rather than waiting the day before the assignment is due.

Also notice that the assignments occur in a pattern of several smaller assignments/activities. The pattern is meant to give you repeated chances to work with the issues involved in low-stakes ways before you synthesize different points in an essay or presentation. The class is process based. Engaging with each step of the process and doing the work at each step is what you need to do to pass the class. Here is the process:

- 1.) Quick Write (QW) – Activates prior knowledge; helps you establish your opinions and range of thought on issues we will read about.
- 2.) Reading Assignments – need to mark the text. (Nurture Assumption = NA; all other readings are articles that I hand out)
- 3.) Class discussion, activity (quotes on note cards, for example), questions
- 4.) Reading Questions (RQ) or Reading Test or Both
- 5.) Pre-Writing
- 6.) First Draft Essay, typed, peer reviewed in class, tutor reviewed in writing center
- 7.) Second Draft Essay, typed
- 8.) Third Draft Essay if needed.

Week 1

T 1/19 Fable (in class); Syllabus; Begin QWA; LRC 102 Writing Center Sign up
TH 1/21 Have finished “Brainology”; QWA;

Week 2

T 1/26 Pre-writing Growth Mindset/Brainology Pre-writing
TH 1/28 Essay 1 Growth Mindset 1st Draft (must be typed)

Week 3

CENSUS WEEK: Your instructor may drop students from class who have excessive absences and/or are not doing course work now until 10/30/15

T 2/2 Bring Nurture Assumption to Class
Th 2/4 Essay 1 Growth Mindset 2nd Draft (have met with tutor in Writing Center); NA chp 4 “Separate Worlds” 51-69 & have at least 2 notecards quotes; QW 1

Week 4

T 2/9 Have finished NA “Separate Worlds” 69-72
Th 2/11 Pick a Passage 1; RQ 2; Begin Free-Writing Cinderella Rhetorical Analysis Essay

Week 5

T 2/16 Cinderella Essay Typed 1st Draft;
TH 2/18 Have Read “Us and Them;” QW 2;

Week 6

T 2/23 Essay 2 Cinderella Typed 2nd Draft (Have met with tutor in Writing Center)RQ 3; Pick-a-Passage 2
TH 2/25 QW 3

Week 7

T 3/1

“Us and Them” Presentations;

Th 3/3

“Us and Them” Presentations; QW 4; Have read “In the Company of Children” to 157

Week 8

T 3/8

Finish NA Chp 8 “In the Company of Children” in class & and work on RQ5

TH 3/10

Reading test 1 in class;

Week 9

T 3/15

Spring Break

Th 3/17

Spring Break

Week 10

T 3/22

Have finished NA Chp 9 “The Transmission of Culture”;

TH 3/24

RQ 6; Pick-a-Passage 3 due; Reading test 2 in class

Week 11

T 3/29

Free-Writing Synthesis Essay 1; Book Club Choice Due

TH 3/31

Synthesis Essay1 Typed first draft is due

Week 12

M 4/5

QW5, Have Finished “About A Boy”

W 4/7

Synthesis Essay 1 2nd Draft (Have met with tutor in writing Center);

Week 13

T 4/12

RQ7; Have Finished “Transgender in The Miliatry”; Have Finished NA Chp 10 “Gender Rules” and RQ8

TH 4/14

Prewriting Synthesis Essay 2

Week 14

T 4/19

Synthesis Essay 2 typed rough draft ; First Book Club in class

Th 4/21

QAI Intro, Book Club 2

Week 15

T 4/26

Synthesis Essay 2 typed 2nd draft (need to have met with tutor in writing center)

TH 4/28

Book Club 3

Week 16

T 5/3

Summative Essay intro in class; QAI Due for final presentation

TH 5/5

Book club in class; Summative essay plan due

Week 17

T 5/10

Summative Essay due; Final Exam/Presentation 3:15-5:15

TH 5/12

