

Syllabus for Pre-collegiate Reading and Writing – Eureka Campus		
Semester & Year	Spring 2016	
Course ID and Section #	English 150 E8985	
Instructor's Name	Lesley Manousos	
Day/Time	M/W 10:05-11:30	
Location	HUM 114	
Number of Credits/Units	3	
Contact Information	<i>Office location</i>	None
	<i>Office hours</i>	By appointment
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Textbook Information	<i>Title & Edition</i>	<i>Food Matters 1st ed</i>
	<i>Author</i>	Bauer, Holly.
	<i>ISBN</i>	978-1-4576-6096-2
Course Description		
<p>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>		
Student Learning Outcomes		
<ul style="list-style-type: none"> • Develop an effective, thesis-driven argument appropriate to an academic audience. • Critically read and respond to argumentative texts. • In a multi-stage process, incorporate feedback (from instructors and peers) in essay planning and drafts. • Apply basic grammar and punctuation rules, particularly those that address sentence boundaries 		
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.

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.

**English 150:
Pre-collegiate Reading and Writing (3 Units)
Spring 2016**

Meeting Time: M/W (E8985) 10:05-11:30

Room: HUM 114

Instructor: Lesley Manousos

Office Hours: By appointment (talk to me before or after class, or email me to set up an appointment)

Email: lesley-manousos@redwoods.edu

Prerequisite: English 350 (or equivalent) with a “C” grade or better, or assessment recommendation for English 150

Required Course Materials

Textbooks:

- Bauer, Holly. *Food Matters*. Boston: Bedford/St. Martin’s, 2014. Print
- May, Theresa. *Salmon Is Everything*. Corvallis: Oregon State University Press, 2014. Print

Other Materials:

- Ousborne, Jeff. *Critical Reading and Writing*. (Available at Canvas class site under Modules)
- Purdue Online Writing Lab (OWL). This will be our electronic grammar and mechanics handbook. Access online—search for “Purdue OWL”
- A three-ring binder or folder to keep all work
- One single subject notebook for daily in-class writing.
- Access to a computer with Internet and word-processing capabilities
- A flash drive (or some means of saving assigned computer work)
- One letter-size folder (for submitting final drafts of papers)

Course Outcomes

For successful completion of this course you will be able to

- Develop an effective, thesis-driven argument appropriate to an academic audience.
- Critically read and respond to argumentative texts.
- In a multi-stage process, incorporate feedback (from instructors and peers) in essay planning and drafts.
- Apply basic grammar and punctuation rules, particularly those that address sentence boundaries.

Catalog Description of English 150

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.

Overview

With food as the overarching theme of this course, we will look at the multiple roles food plays in our lives. We will examine food as culture, look at different approaches around the production of food, and examine the ethical and environmental choices we make. During the course of the semester we will analyze a movie, a play, essays, and academic writing. We all eat and make choices as to what we eat, so we can draw on our own knowledge and experiences when using food as a lens through which to analyze our world. Certainly, once we start to think analytically about our own lives we can then, hopefully, apply this analytical lens to everything we observe in the world around us, and perhaps in the process become active and engaged citizens rather than passive consumers.

In this course you will spend the majority of your time either reading or writing, or talking about reading and writing, (both your own, your peers, and assigned texts). You will also collaboratively review and revise your writing.

This class will function in many ways as a workshop, with class meetings often involving peer review of essay drafts and group work analyzing readings. Most classes will start with short in-class writings, and then consist of class discussions, brief lectures and writing. Your writing will be comprised of informal in-class writing (including reading responses), and out of class essay drafting and revising.

As you can see the main focus of this class is for you to become a confident and competent reader and writer. With successful completion of the class, you will have developed and honed your critical thinking, reading, and writing skills, and you will be able to produce polished, thesis-driven analytical writing.

Course Requirements

Writing

- 1.5-2 page Educational Autobiography = 3 points
- 3-4 page argumentative essay (*Fed Up*) = 10 points
- 3-4 page argumentative essay (*Salmon Is Everything*) = 10 points
- 3-4 page Comparative Argument Essay = 10 points
- 4-6 page Summative Essay = 20 points
- 1-2 page End of Semester Self-reflection = 3 points

Reading: Eight reading responses (complete 8 out of 10) = 16 points

Writing Center: 22.5 hours attendance, minimum 4 conferences = 10 points

Participation: Class discussion, text annotation, in-class writings, and participation = 18 points

Letter Grades will be based on the following: 93-100=A / 90-92=A- / 87-89=B+ / 83-86=B / 80-82=B- / 77-79=C+ / 70-76=C / 60-69=D / 59 and below=F.

Summative Essay

Towards the end of the semester you must choose one of your essays for a substantive revision, which will be your summative essay. In this revision, you'll want to include stronger evidence from our readings (paraphrase, summary, quotation); stronger organization, sentence variety, and word choice; and the correction of any remaining errors. Since this work will represent your strongest work for the semester, it should demonstrate your readiness for English 1A. This revision will count for 20% of your course grade, so please take it seriously and give yourself plenty of time.

Writing Center

In order to receive 10% of your grade for Writing Center attendance you must 1) Complete 22.5 hours in the WC; 2) Complete four tutor conferences on your essays—at least one for each essay. Should you not complete both parts of the requirement, you will lose the full 10%, which could cause you to fail.

Tutoring

For all three of your out-of-class essays, and your final summative revision, you must have an instructor/tutor conference in the Writing Center. Please note: if you use the Light Center or the LAC tutoring staff, this is also OK as long as the tutoring form is filled out and signed (however this will not count towards your Writing Center hours). After our first draft workshop you must revise your essay then bring the assignment, the first draft, the revised draft and the tutor form to the Writing Center for your conference. You will need to hand in all these materials including your completed tutor form (filled out by the tutor) with your final draft.

Due Dates and Late Work

Final drafts are due at the beginning of class on the due date listed on your assignment schedule. You are allowed one late final draft for this course. *This gives you **one** week's extension only.* After that you'll lose a letter grade a day.

Draft Workshops

These are required. In order to make sure you understand how important these are, first drafts are worth 25% of the value of each paper. Thus, you cannot go higher than a "C" on a final draft if you have missed the draft workshop or came with no work at all. Absences are not acceptable on Draft Workshop days unless you have an emergency and you have written note from a doctor, an accident report, or an excused athletic absence for an away game. Drafts must be word processed; hand written drafts are not acceptable.

Revisions

You are entitled to revise any of your three papers this semester for a higher grade if you have completed the required draft workshops and turned your work in on time. This revision can count both towards the individual paper grade and may be used as your summative essay). In order to do a revision, however, you must attend a tutor conference and turn in your graded essay, your additional tutor slip (signed and dated), and your revised essay. Revisions should be completed within one week of receiving your work back from me.

Classroom Rules

- 1) Don't come in late or leave early; don't schedule appointments during class sessions.
- 2) Don't get up and go to the bathroom in the middle of class, unless it's absolutely necessary.
- 3) Don't eat in class unless you are diabetic, and you've indicated that to me.

Conduct

This class involves a great deal of class discussion; during this exchange of ideas I expect all of us to be respectful, patient and open-minded in our interactions with each other. Therefore, please be aware that the use of sexist, racist or homophobic language will on no account be tolerated.

Class Attendance Policy

More than two absences will adversely affect your participation grade. **Four absences and you will be dropped from the class.**

The English Department Attendance Policy

Students at the College are expected to attend all sessions of each class in which they are enrolled. 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, 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.

Excused absences require written medical, legal, or athletic documentation.

Because much of the classroom work you do is with your peers, your absence will adversely affect your peer group. **Also, if you are more than 10 minutes late to a class meeting you are still welcome to attend but be aware that you will be marked absent for that day.**

BE AWARE: Even if an instructor drops a student due to excessive absences, it is the student's responsibility to officially withdraw from class. Students must drop their classes by the appropriate deadline date through the current registration system (week 10).

Plagiarism and 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>

Turnitin.com (Online Plagiarism Checker)

All essays must be posted to Turnitin.com before you can receive credit for them. The process is simple and takes only a few minutes. You can access Turnitin by going to Turnitin.com, and you will be able to submit your paper in the Writing Center or anywhere that you have access to the Internet. The class ID # and password will be distributed in class and posted at the class Canvas site.

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.

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Please note: The syllabus may be updated or amended as needed.

English 150 Assignment Schedule

The class Assignment Schedule lists all homework assignments on the day that they are due. There will be a reading response to each essay we read. These responses will take the form of out of class reading responses and in-class writing (ICW) so make sure you have done the readings and are prepared to write about them in class. *Homework will always be listed in the Assignment Schedule under the headings **Read and Write**.*

All your work should be collected in a folder or binder and brought to every class meeting. Your binder should contain your Syllabus and Assignment Schedule, work-in-progress, assignments to turn in, and any handouts I pass out. You should keep this paperwork, as well as assignments that have been returned to you and prewriting/drafts of formal essays, until the class is over.

All your papers must be typed using the Modern Language Association (MLA) formatting guidelines: Papers must be double spaced, with one inch margins, using Times New Roman font. The title is centered, and the page number and your last name are placed in the top right corner (use header to place these). Your name, my name, the class title and the date are placed in the top left corner (**don't** put in header). All essays must be typed using MLA formatting.

Please bring your texts to class on all days that readings from them are listed on the assignment schedule. Abbreviations: *Food Matters* = FM, *Salmon Is Everything*=SIE, *Critical Reading and Writing*=CRW (print out from Canvas Modules)

Week 1

Monday 1/18

Dr. Martin Luther King Jr. Day: No class meeting

Wednesday 1/20

(In class): Introductions to the class and each other.

Introduction to the Writing Center, including filling out Writing Center paperwork.

Week 2

Monday 1/25

Read: "Brainology" by Carol Dweck (handout 6 pages) Annotate (read carefully and mark up the text) and be prepared to write about and discuss in class. See sample annotation at Canvas under Modules "Week 2 Materials."

Write: Educational Autobiography (follow directions on assignment sheet)

Wednesday 1/27

Read: *Critical Reading and Writing* (CRW) Chapter 1 “Critical Reading” pages 1-12 (download at Modules Week 2) and *Food Matters* (FM) “Introduction for Students” pages 1-6 and “Eat Food: Food Defined” by Michael Pollan pages 9-18. Annotate (read carefully and mark up the text) and be prepared to write about and discuss in class.

Watch: (in class) *Fed Up* (movie)

Week 3

Monday 2/1

Watch: (in class) *Fed Up* (movie continued)

Read: FM (*Food Matters*) “Why the Fries Taste Good” by Eric Schlosser pages 20-29. Annotate (read carefully and mark up the text) and be prepared to write about and discuss in class.

Wednesday 2/3

Class meets in LRC 103 (computer lab—enter through the Academic Support Center)

Read: *Critical Reading and Writing* Chapter 2 “Invention and Drafting” pages 13-22 (in Canvas Modules) and FM “Taking the Local Road” by Camille Kingsolver pages 37-39, and “Eating Made Simple” by Marion Nestle pages 72-81. Annotate (read carefully and mark up the text) and be prepared to write about and discuss in class.

Write: Using the guidelines at the end of this document, summarize the authors’ main arguments—one paragraph (6-8 sentences) per reading (only summarize the readings from FM).

Week 4

Monday 2/8

Read: *Critical Reading and Writing* Chapter 2 “Invention and Drafting” pages 22-28 (Developing and Refining your Thesis and Organization) and FM “The Business Case for Healthier Food Options” by Michelle Obama pages 115-117, “Downsizing Supersize” by James Surowiecki pages 123-125, and “Why Shame Won’t Stop Obesity” by Druv Khullar pages 127-129.

Write: Using the guidelines at the end of this document, summarize the authors’ main arguments—one paragraph (6-8 sentences) per reading (only summarize the **3** readings from FM).

Wednesday 2/10

Write: First draft of Paper #1; minimum 2 full pages. In class peer review.

Week 5

Must have a Writing Center conference this week!!

Monday 2/15

Presidents’ Day: No class meeting

Wednesday 2/17

Write: Bring a current draft of paper #1 to class for workshop.

Read: FM “Zombies vs. The Joy of Canning: Motivation in the Productive Home” by Erica Strauss pages 96-100, and “The Pleasures of Eating” by Wendell Berry pages 64-71.

Write: Using the guidelines at the end of this document, summarize the authors’ main arguments—one paragraph (6-8 sentences) per reading.

Week 6

Monday 2/22

Write: Final draft of paper #1: turn in with all drafts, peer review feedback sheet and Writing Center conference form—put in a folder.

Read: *Salmon Is Everything*: “Foreword: When Cultures Collide” by Gordon Bettles pages xi-xvi, “Introduction” by Theresa May pages 1-11. Annotate (read carefully and mark up the text) and be prepared to write about and discuss in class.

Wednesday 2/24

Read: *Salmon Is Everything* pages 28-41(scenes 1-5). Don't skip pages 28-31—this will give you the visual set up of the play and a brief description of the characters. Annotate (read carefully and mark up the text) and be prepared to write about and discuss in class.

Week 7

Monday 2/29

Read: *Salmon Is Everything* pages 41-68 (scenes 6-12). Refer back to the character descriptions on page 28 if you get confused. Annotate (read carefully and mark up the text) and be prepared to write about and discuss in class.

Write: One page response to Act 1 (31-68) *Salmon Is Everything*—what themes do you see developing as you read?

Wednesday 3/2

Read: *Salmon Is Everything* Act 2 (scenes 13-20) pages 69-87—**give yourself at least 1.5 hours to read.** Annotate (read carefully and mark up the text) and be prepared to write about and discuss in class.

Week 8

Monday 3/7

Write: First draft of paper #2. Minimum 2 full pages. In class: peer review.

Wednesday 3/9

Read: *Salmon Is Everything* “I Am Karuk! My Voice as Rose” by Kathleen McCovey pages 93-102. Annotate (read carefully and mark up the text) and be prepared to write about and discuss in class.

Write: One paragraph (8-10 sentences) response. What does McCovey learn from her participation in writing and performing the play?

Happy Spring Break!!

Week 9

Must have a Writing Center conference this week!!

Monday 3/21

Class meets in LRC 103 bring copy of essay on flash drive or document saved to email.

Read: “You Can’t Run Away on Harvest Day” by Barbara Kingsolver pages 184-194. Annotate (read carefully and mark up the text) and be prepared to write about and discuss in class.

Write: Using the guidelines at the end of this document, write a short critique of the author’s arguments. Minimum 10 sentences.

Week 9 Continued

Wednesday 3/23

Read: “Equality for Animals” by Peter Singer pages 178-182. Annotate (read carefully and mark up the text) and be prepared to write about and discuss in class.

Week 10

Monday 3/28

Read: “Animal, Vegetable, Miserable” by Gary Steiner pages 195-198, and “The Only Way to Have a Cow” by Bill McKibben pages 200-203. Annotate (read carefully and mark up the text) and be prepared to write about and discuss in class.

Wednesday 3/30

Write: Final draft of paper #2. Turn in with all drafts, peer review feedback sheet and Writing Center conference form.

Week 11

Monday 4/4

Write: First Draft of paper #3. In class peer review.

Wednesday 4/6

Read: “On the Future of Food” by Prince Charles of Wales pages 222-231.

Write: Using the guidelines at the end of this document, write a short critique of the author’s arguments. Minimum 10 sentences.

Week 12

Must have a Writing Center conference this week!!

Monday 4/11

Read: “The Omnivore’s Delusion: Against the Agri-intellectuals” by Blake Hurst pages 204-213. Annotate (read carefully and mark up the text) and be prepared to write about and discuss in class.

Write: Using the guidelines at the end of this document, write a short critique of the author’s arguments. Minimum 10 sentences.

Wednesday 4/13

Class meets in LRC 103 Bring electronic copy of essay with you (can be on a flash drive or document saved to email, google docs etc).

Read: “Will Organic Food Fail to Feed the World?” David Biello pages 232-235 and “Real Food, Real Farming” by Eliot Coleman pages 236-238. Annotate (read carefully and mark up the text) and be prepared to write about and discuss in class.

Week 13

Monday 4/18

Write: Final Draft of paper #3. Turn in with all drafts, peer review feedback sheet and Writing Center conference form.

Wednesday 4/20

Read: “The Vertical Farm” by Jennifer Cockrall-King pages 256-269. Annotate (read carefully and mark up the text) and be prepared to write about and discuss in class.

Write: Using the guidelines at the end of this document, write a short critique of the author’s arguments. Minimum 10 sentences.

Week 14

Monday 4/25

Class meets in LRC 103

Write: Bring electronic copy of summative essay with you (can be on a flash drive or document saved to email, google docs etc).

Wednesday 4/27

Read: “Declare Your Independence” by Joel Salatin. (Handout and available on Canvas).

Write: Using the guidelines at the end of this document, write a short critique of the author’s arguments. Minimum 10 sentences.

Week 15

Monday 5/2

Class meets in LRC 103

Write: Bring electronic copy of summative essay with you (can be on a flash drive or document saved to email, google docs etc.).

Wednesday 5/4

In class self-reflection paper. See prompt at Modules Week 15.

Week 16

Final meeting time Weds 5/11 @10:45

Due in class:

Final draft of summative essay—include my feedback notes/graded essay with new draft and WC conference form—no other documentation required.