

Syllabus for [English 150] – Eureka Campus		
Semester & Year	Spring 2016	
Course ID and Section #	Eng 150 E8990	
Instructor's Name	Jay Scrivner	
Day/Time	T & TH 10:05-11:30	
Location	HU 114	
Number of Credits/Units	3.5	
Contact Information	<i>Office location</i>	
	<i>Office hours</i>	By Appointment
	<i>Phone number</i>	
	<i>Email address</i>	Jay-scrivner@redwoods.edu
Textbook Information	<i>Title & Edition</i>	English 150 Course Packet
	<i>Author</i>	Jay Scrivner
	<i>ISBN</i>	NO ISBN, Packet Available at bookstore
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:		
<ol style="list-style-type: none"> 1. Develop an effective, thesis-driven argument appropriate to an academic audience. 2. Critically read and respond to argumentative texts. 3. In a multi-stage process, incorporate feedback (from instructors and peers) in essay planning and drafting. 4. 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

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.

Academic Honesty

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, 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/AP5500StudentConductCodeandDisciplinaryProcedure_srev1.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/AP5500StudentConductCodeandDisciplinaryProcedure_srev1.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.

If you listen to the speech of people in public office, you'll be impressed by how easy it is to become fluent by simply repeating formulas that are supplied for you, where speech is semi-automatic. But articulateness means developing your own rhythm of speech and speaking in your own voice, and that takes independence and not a little courage. So the skill is not purely technical: it's partly moral as well.

--Northrop Frye

Required Texts and Materials

- English 150* Course Packet. Available only at the CR bookstore.
- The Yellow Birds* by Kevin Powers, ISBN 978-0-316-21934-1
- Opening Skinner's Box* by Lauren Slater, ISBN 978-0393326550
- 3 Ring Binder, paper, pen, 100 three by five notecards
- Manila File Folder (to turn in written work)

Course Prerequisite

English 350 (or equivalent) with a "C" grade or better OR assessment recommendation for English 150. Be prepared to provide proof of eligibility if requested.

Student Learning Outcomes

- 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 drafting.
- Apply basic grammar and punctuation rules, particularly those that address sentence boundaries.

Overview

English 150 is a 3 unit class with 3 components: **reading**, **writing**, and **grammar**.

In the class you learn as a writer how to prove points, not how to tell a story. 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.

English 150 also has a **corequisite class, English 150L**. English 150 includes a .5 unit lab component that provides English 150 students with essential feedback on English essays and individualized help on reading, writing, and grammar assignments. 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. In addition to the required hours, to receive credit for the lab portion of English 150 (10% of the total grade), students need to stay up-to-date on work in the grammar text and participate in at least three tutorials in the Writing Center over the course of the semester.

One key to successfully completing English 150 is doing homework; however, how you do the work is as important as what you do. **Many students who fail the class or drop the class do so because they fall behind in their work.** Since the class is designed to emphasize the process of writing, I suggest

you think about homework as a process. Much of the work assigned is best done in a series of sittings.

Plan to do homework 5 days a week for the class. Don't save all of your work to do until the night before it's due. It also helps to ask questions.

What Will Help You Pass English 150

Know how to contact me (in the Writing Center or via email). Contact me if you miss class. Contact me if you need help.

Use the class to create better work habits. Habits program how you think. Changing your habits can help you change how you think. List 2 or 3 habits that you have that will help you with class. List 2 or 3 habits that might create problems.

Be conscious about your attitude and notice how it relates to your habits. Maintain a growth mindset.

Use your willpower to do the work required. Use your willpower to conquer distractions.

Participate actively in discussions, ask questions, and take notes.

Be student centered, not teacher centered. Focus on what you think and notice how others develop their thinking rather than trying to figure out what I want to hear.

Miss very few (or no) class meetings, and if you are absent, contact me. Then take responsibility to see that work is turned in.

Make good use of the Writing Center, attending every week and seeking the one-to-one help and feedback with the writing and the reading assigned in the class.

Revise your work for a higher grade.

Trust yourself. Trust me. Even if we struggle, we can work together in a way that will enable you to reach your potential and pass the class.

Grading

- 40% **Essays:** Prewriting assignments, first drafts, Writing Center conferences, second drafts, and final drafts contribute to this grading category.
- 20% **Reading:** assignments, journals, and tests
- 20% **Summative Essay Portfolio**
- 10% **Grammar and Punctuation:** Mechanical corrections on essays and unit tests.
- 10% **Writing Center:** Pass/Fail based on the following:
 - 22.5 hours of Writing Center attendance
 - 4 Writing Center conferences
 - Completion of workbook exercises (to be completed as assigned)

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 DSPTS. If you know you need special accommodations or if you think you may qualify for special accommodations, please contact Disabled Students Programs and Services (DSPTS). **Special accommodations may take weeks to process**, so contact DSPTS 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 150

Help in English 150 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. Instructors are available to assist you with grammar, mechanics, punctuation, and writing in general.
- 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 – no late work allowed for them. All tests must be taken on the day given. If you make up a test or a quiz, your grade will be lowered 10%. 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. **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.**

Within one week of receiving your graded essay, you may rewrite the essay one time for a possible grade increase. 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. Although rewrites are optional, they are highly recommended for students who are not receiving passing grades on the second drafts and for those who wish to excel in the course. Third drafts (rewrites) must follow an assigned procedure, which will be discussed in the first month of the class.

You may also rewrite 3 reading responses for a higher grade. The rewrite is due one week after your original assignment has been handed back to you.

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. Students are required to submit their essay to turnitin.com. See instructions below.

Grading Policy – Students will receive a letter grade. C/ 73% is the lowest passing grade. The grading scale – 94-100 is an A, 90-93 is an A-, 89-87 is a B+, 86-84 is a B, 83-80 is a B-, 79-77 is a C+, 77-70 is a C, 69-60 is a D, and below 60 is an F.

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 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. 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.

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 11377052 and enrollment password calvino (all lower case) for your class.
 3. Click submit to enroll in the class and add it to your homepage.
- If you do not have an class id and enrollment password, please contact your instructor.

English 150 Spring 2015 Schedule

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. Quick Write = QW and Reading Journal = RJ and Quote Journal = QJ – the examples/assignments are in course packet.

Week 1

T 1/19 Intro/Syllabus/; Begin QW #1, Begin Readings

TH 1/21 QW 1; “Social Class and the Hidden Curriculum of Work” & “It’s Not How Smart You Are” with annotations, 4-6 quotes from Readings on notecards; LRC 102 Visit and lab Hours

Week 2

T 1/26 QAI in class; RQ 1; 4-6 quotes from Readings; Begin Essay 1 in class

Th 1/28 Essay 1 Your Education; (Begin “Rat Park” *Opening Skinner’s Box*) in class;

Week 3

T 2/2 Quick Write #2 Due; Have read “Rat Park” to at least 172

Th 2/4 Have Finished “Rat Park” & RQ 2; Have Finished “What’s Killing US”

CENSUS WEEK: Your instructor may drop students from class who have excessive absences and/or are not doing course work now until 4/1/16

Week 4

T 2/9 RQ 3 & at least 3 notecards from each reading; Take notes on interview Played in class

TH 2/11 Pre-writing Due for Rat Park Essay

Week 5

T 2/16 First Rat Park Essay 2 Due with Thesis underlined. Bring *The Yellow Birds*. Have essay proofread in Writing Center between 2/16 & 2/24– Make sure to bring conference form and assignment sheet

Th 2/18 QW 3; The Yellow Birds 1-48 & Quote Journal 1 w/questions

Week 6

T 2/23 QW 4; 2nd Draft Essay 2 Due ;The Yellow Birds & Quote Journal 2 w/questions.

Th 2/25 Notes due after Yellow Birds presentation in class

Week 7

T 3/1 Yellow Birds 48 – 148 & QJ 3

Th 3/3 Yellow Birds 148- End & QJ 4

Week 8

T 3/ 8 Yellow Birds Topic Selection Worksheet and Thesis/Support Planning Worksheet Due

Th 3/10 Yellow Birds First typed draft of essay due. Begin QW 5 in class;

Week 9

T 3/15 Spring Break

Th 3/17 Spring Break

Week 10

T 3/22 QW 5; Have read Slater's "Obscura" and answered questions 1-3 of RQ 4, will do 4-6 in class & make at least 3 notecards

Th 3/24 Yellow Birds 2nd typed draft of essay due; RQ 4; Begin QW6 in class

Week 11

T 3/29 QW6; Have Read "The Perils of Obedience" (handout) & make at Least 3 notecards;

TH 3/31 RQ 5; Have Read "Quieting the Mind" in Slater and made at least 3 notecards;

Week 12

T 4/5 RQ 6; Have Read "In The unlikely Event of a Water Landing" In Slater Will make 3 Notecards in-class based on discussion of essay prompt;

TH 4/7 Pre-writing, Topic Selection and Essay Planning sheet due for Blind Spots in our Thinking Essay

Week 13

T 4/12 First typed draft Blind Spots in our Thinking Essay

TH 4/14

Week 14

T 4/19 Second Draft Blind Spots in Our Thinking Essay

TH 4/21

Week 15

T 4/ 26 Summative Essay Plan Due

TH 4/28 Begin Block Style Business Letter for Final Presentation in class

Week 16

T 5/3 Summative Essay Due

TH 5/5

Week 17

T 5/10

TH 5/12 Final Presentation 10:45-12:45