

Syllabus for English 153 – Eureka Campus

Semester & Year	Spring 2016	
Course ID and Section #	039649 Section #E9649	
Instructor's Name	Nicole Bryant Lescher	
Day/Time	TTH 11:40-1:05 (class) and 1:15-2:05 (lab)	
Location	AT Room 106	
Number of Credits/Units	3.5	
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Textbook Information	<i>Title & Edition</i>	<i>Language: A Reader for Writers</i>
	<i>Author</i>	DasBender
	<i>ISBN</i>	978-0-19-9947485
Textbook Information	<i>Title & Edition</i>	<i>A Practical English Grammar</i>
	<i>Author</i>	Thomson and Martinet
	<i>ISBN</i>	978-0-19-431342-1

Course Description

A course in the development of college-level reading, writing and critical-thinking skills, emphasizing basic argumentation, with attention to the particular needs of multilingual students. Students analyze ideas and structure in assigned readings and compose essays supporting arguable thesis statements while considering how cultural differences and linguistic transfer may affect a writer's rhetorical strategies. Vocabulary acquisition, error analysis and correction are also emphasized. The lab component is held in the classroom with the same instructor that teaches the course, so that individualized attention may be given to each student

Student Learning Outcomes

1. Develop an effective, thesis-driven argument appropriate to an academic audience.
2. Critically read and respond to argumentative texts.
3. Use a multi-stage process, incorporating feedback (from instructors and peers) in essay planning and drafting.
4. Apply grammar and punctuation rules, particularly those that address sentence boundaries.

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 at 707-476-4280.

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:

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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:

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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.

The Tools You Need For This Course

Use the open circles below as check boxes
Make sure you have the complete list of items you need for this class.

Required Course Content: You need these the first week

- *Language: A Reader for Writers* by DasBender
- *A Practical English Grammar* by Thomson and Martinet
- Canvas online learning management system
 - We will use Canvas every week for your online gradebook and handouts. Using Canvas saves you the cost of purchasing a coursepack and keeps you connected 24/7

Required Materials: you need these the first week

- A spiral bound notebook dedicated to this class only
- A binder to organize handouts, assignments, and in-class writing
- Reliable Access to the Internet and a printer
 - at home **or** a willingness and ability to use the on-campus labs every week
- Microsoft Office Programs
 - MS Office is a free download for students. You will need it for class every week
- A stapler and a flash drive (both can be for all your classes)

Necessary Internal Ingredients: we will build these all semester. Be ready to start on day 1

- Collegial and respectful manner
- Willingness to try new things and to consider revising things you already do
- Commitment to communication and dedication to this course, to your class colleagues, and to your professor
- Bravery, determination, vulnerability
- The patience to value difficult processes
- The willingness to ask for assistance and advice
- The ability to recognize your own successes and champion the successes of others

- **Look back over this last list and think hard about the behaviors each of these ingredients expects from you. 2/3 of the challenge of a course is this final list, not the book or materials.**

Learning outcomes and how class works:

A learning outcome is a specific learning goal for the course.

- It is clear. A student can connect the dots between the goals of an assignment or activity and the learning outcome for the day, the week, and the overall course.
- It is measurable. A teacher can explain how much or little a student has mastered that outcome.
- It shows relevance: learning outcomes answer the question, *why are we doing this?* Which, if you think about it, is a very real, very valid question for a student to ask in a course.

Our class has overall student learning outcomes: these are the big goals on the cover page

Our class also has weekly learning outcomes: these are your weekly milestones and will be posted each week in class. Our day to day assignments will help us meet the weekly learning goals.

How to be Successful in this Course:

Even if English is your least favorite subject, there is a simple formula for success in my courses.

This class doesn't require you to be an expert; it requires you to have *grit*.

You earn your A through **persistence**. It's that simple. Stick with it and meet the weekly goals.

A's are **earned** in this class **one completed milestone at a time**.

Homework (milestone assignments):

All strong writers know that the trick to writing an essay is to build it in pieces. Every milestone assignment we do is purposefully built to help you practice and build your next essay. Because of this, completing the milestones is non-negotiable. They are as important as the finished essay. We will complete weekly writing assignments and writing explorations as the foundation building blocks for our essays. That way, writing an essay starts from writing and thinking you've already completed.

Reading is a milestone:

Successful reading is a skill you will strengthen in this class and the foundation of everything we do. You'll quickly learn that reading for our class is a "pencil in hand" kind of milestone, just like completing math equations or writing a lab report after observing an experiment. Because *how we read* is connected to *what we read*, you'll be practicing a number of different processes as a part of class. The best advantage you can give yourself is the patience to go slowly and the persistence to re-read a second or third time.

Late work and college success:

Let's imagine this was competitive weightlifting 101 instead of an English class. Now let's imagine you were bench pressing 40lbs on Tuesday in week 2 and needed to meet your goal of pressing 55lbs by the end of week 3. If you did not lift every other day, a little more each time you lifted, there's no way you could successfully lift another 15 lbs consistently by the end of week 3. This is an example to explain why **allowing late work in a class hurts students rather than helping them**. I cannot move you toward your goal in stages if I let you turn in the stages after (or right before) the goal is due. It will look just as weak and rushed as a weight lifter shaking to manage that 55lbs. Nope. Not a good idea.

But in the real world, real life happens. So I give you enough opportunities to submit late to cover you, but not enough to mislead you into bad habits. **You have 3 late passes. Total. Keep them close to you and use them wisely.** I don't care if you use a late pass because you are sick, or take a long weekend, or your friend has to go to the ER and you drive her or you just need more time on an assignment. Use them for whatever reason you need. You get 3. Total. **Each late pass grants you an additional 24 hours of time for an assignment. The assignment is due 24 hours after the due date for you if you use a late pass.** Because Canvas tracks submission times, I can easily track your new submission deadline, but you need to choose to use a pass and track your new due date. Submit your free late pass to the **Late Pass Drop Box** in order to activate it. Our Final exam is the last day of class. No late work can be submitted following that day.

Asking for Clarification: Seeking answers to your questions is also an essential habit for success. If you have a question, consider the avenues available to answer your question (the syllabus, course materials, online materials, classmates, writing center tutors, librarians, and your professor) and be persistent in finding solutions. Make a plan for a route to your answer outside of just me, because if you have a question two hours before the due date, I may not get back to you in time.

Expectations of This Course and Your Professor

Expect this course to be challenging and a lot of fun

I know this is an English course and I teach English, so there's a good chance you don't believe me right now, but give me a chance to prove it to you.

Expect Grading to be Fair, Consistent, and Clear

I use grading rubrics for writing explorations, class participation, and Essays. This way, you always know why you earned the grade you did and what you can do to strengthen or keep doing because it is great!

Course Grading: Students must earn a grade of C or above (70%) in order to pass the course.

100%	A+	99-93%	A	92-90%	A-	79-77%	C+	76-70%	C		
89-87%	B+	86-83%	B	82-80%	B-	69%-67%	D+	66%-60%	D	59%-below	E

Expect me to respond to you in a timely manner, following the guidelines below:

Not all feedback is the same—some takes longer than others. Here's a helpful guide for you to rely on.

What	Response Time
Email (on Canvas)	I will respond within 24 hours to emails Monday through Friday. I will respond within 48 hours on weekends. Emails sent after 7pm will be answered the next day at the earliest
Milestone assignments	Weekly assignments and WE's are returned the next class period
Essays	Essays are graded and returned within 14 days of the due date
Weekly participation and writing center points	Weekly participation and lab points will be added no later than Tuesday of the next week

Life happens to all of us, including me. If something unexpected delays my feedback to you on email or in grading, I will post an announcement to the class letting you know there is a delay and the new expected feedback date.

Expect the lab portion of this course to give you hand on, one-on-one opportunities to develop the ideas and assignments from class.

The lab for this class follows our course meeting. This allows you the opportunity to immediately interact, practice, and engage the ideas we just completed in class. There may be times where I schedule the lab as a peer-review or team workshop day. These activities allow you to collaborate with class colleagues and strengthen your ideas and drafts together. Team or peer workshop days will always be announced in advance so that you can plan your reading and writing goals for the week.

Expectations You Meet as a Student

I expect participation that demonstrates Professionalism, Preparedness, and Engagement:

Every day in class, students are eligible to receive up to 10 points. You can also earn 10 points per lab session. These points are earned through participation, preparedness, and engagement. This score is awarded for the combination of completed work and in class behaviors.

Demonstrate your **professionalism**

- Arrive on time or in advance so you’re ready to start when class starts.
- Respect the voices of others and be gracious while others are speaking.
- Use professional, collegial language in class.
- Do not eat or engage in other activities that are distracting or disrespectful to the group.

Demonstrate your **preparedness**

- Have assignments (big and small) completed by the due date.
- Have in-class assignments printed, prepared, and ready to workshop on the due date.

Demonstrate your level of **engagement**

- Listen thoughtfully to the professor and your class colleagues.
- Focus your energy and attention to the class objectives for the day.
- Put away electronic devices/close online programs/close printed material that directs your attention or eyes away from the class objectives.
- Thoughtfully contribute to class in ways that advance the learning for the group.

If I notice you demonstrating a behavior that will result in a loss of participation credit, I will mention it to you after class unless it requires immediate discussion. I assess your PP&E score weekly on Canvas.

Participation: alternative assignment option for partial class credit if you are absent

Although participation is much more than attendance, it requires attendance to participate. You may complete an alternate assignment to receive up to 5 points participation on an absent day. Alternate assignments are available in the weekly module on Canvas and **due within 24 hours of your absence.**

I expect you to submit original work. I expect you to give credit to all sources used by you.

Plagiarism is the use of someone else’s words or ideas in your writing without giving credit. When you use someone’s words or ideas, you must cite your source. This includes paraphrasing and summarizing from a text. Working with another student and submitting similar work is also plagiarism. Do your own work unless a group project is the stated goal. I follow the academic misconduct code for the College if cheating/plagiarism occurs.

Overview of Major Assessments

Lab Participation: (Professionalism, Preparedness, Engagement)	10%
Participation: (Professionalism, Preparedness, Engagement)	20%
Learning Milestones	20%
<ul style="list-style-type: none"> • Author tag & paraphrases • Reading Responses • Writing Explorations • Reading quizzes (partial take home, open book and open note) 	
Essays 1-3	30%
Essay 4	20%

Learning Milestones: Weekly, you have milestone writing due for class. These may be thematic responses, author tag/paraphrase assignments, reading quizzes, or writing explorations. All of these assignments help with comprehension and idea development and some become the written building blocks for your essays.

Essays: One of the most essential learning objectives this class will teach is to write in drafts and revise your work. In order to help you reach this learning objective, you will write 4 formal essays. Essays 1-3 are eligible for revision and resubmission within 7 days of receiving your score to potentially earn a higher score. Essay 4 is the summative essay and your most professional, polished work. Essays that are incomplete at the time of submission are not eligible for revision.

Overall Course Details and Deadlines

Student Athletes and missing class:

Instructors are officially notified when student athletes will be required to miss class and those absences are automatically considered “excused.” Student athletes are still expected to meet online due dates and to come prepared with any in-class homework the next scheduled class session. Athletes, please let me know at least 3 days in advance of an upcoming college-required absence. That way we can plan together.

Emergency Absences and notifying me in advance:

Medical or legal emergencies will be addressed on a case by case basis and require documentation. Examples include a court date or a visit to the ER for the student or his or her dependents. Funerals are also considered an emergency, but require you to contact me in advance and work out a plan. If you are absent from class with no notice for a week and then notify me that you were at a funeral, I cannot assist you the same way I would if you notified me as soon as you knew you would need to miss class.

Missing class early in the semester--Census Week:

Be aware that if you've missed three classes and coursework during the first two weeks of class, your name will be removed from the class roster during Week 3 (Census Week).

Faculty-initiated drop: Missing Numerous Classes or Numerous Assignments by week 5 or week 8

I assess overall class attendance and participation in week 5 and week 8. If you have missed more than 8 classes **or** the majority (55% or more) of the assignments by week 5 or week 8, I will notify you that I intend to drop you from the class. At this point, please contact me so that we can discuss options for you. If I have not received a message from you within 48 hours of my notification, I will drop you from the course.

Student-initiated withdrawal: you may withdraw up until 4/1/2016

The last date to remove yourself from the course and not receive a letter grade is **04/01/2016**.

Students may withdraw from a course after census and up to this date and receive a W (withdraw) from the class. If you are considering withdrawing from the class, please contact me. Let's discuss options for you to be successful in your next steps.

Miscellaneous Classroom Policies:

Food – Food is not permitted in the classroom. Beverages are allowed so long as they are in a container that will not spill (has a lid). If someone has a medical condition that requires eating during class, please contact me privately in order to make an accommodation.

Leaving the classroom – please do not leave the classroom once the class has started. If it is an emergency and you must leave, please do so discreetly without disrupting the rest of the class, and re-enter class discreetly as well. Attending the bathroom is something I ask you take care of before class starts, unless it is an emergency.

Electronics – students may use electronic devices to take notes during class or to use electronic dictionaries. All other types of technology, such as MP3 players, phones, or gaming devices, must be put away at the start of class. If you have a specific situation, such as you are expecting a call from the babysitter, please tell me in advance, and if you have to answer the phone, please go outside.

Contesting a Grade -- Students have one-week from the time an assignment has been returned to contest the grade with the instructor; after that time the grade will stand. If for any reason you are not sure why you earned the grade you received, or if you unclear on the grading policies, please do not hesitate to contact me immediately. This is especially true if you are thinking about revising your work and resubmitting it for a higher grade.

Incomplete Grade– The professor makes the decision on whether to grant an incomplete opportunity based on individual student information. Incompletes will be considered only in extenuating circumstances and with the approval of the Dean. Incompletes are not an option to repair a low grade earned throughout the semester. A student must have already demonstrated significant and successful course progression to be considered for an incomplete.

The professor reserves the right to make adjustments to the syllabus and course calendar as necessary. Students will be notified of any changes in an announcement in Canvas and in class.

Weekly learning objectives and major writing due dates

1	<ul style="list-style-type: none"> Identify the learning outcomes and course policies in the syllabus Successfully format a document in MS word Orient to the WC 	<ul style="list-style-type: none"> Successfully log on, navigate, upload, and download to Canvas Identify vocabulary in context Activate schema and apply annotation techniques to readings
2	<ul style="list-style-type: none"> Identify the three main idea location patterns Build an accurate concept map Demonstrate goal-driven time management in WC Research and explain a campus service 	<ul style="list-style-type: none"> Identify personal pronoun usage in writing Create strong paraphrases Identify topics, main ideas, and support Write a unified paragraph with strong TS & support
3	<ul style="list-style-type: none"> Build a strong outline Identify transitions and topic shifts Prepare for and successfully contribute to workshop activities Identify homonyms and proof writing 	<ul style="list-style-type: none"> Integrate quotes as support Use reader review techniques Initiate a study session with a class colleague or make a new class colleague connection
4	<ul style="list-style-type: none"> Identify and practice 4 bases of writing Identify possessive nouns, plural nouns, and use apostrophes properly 	<ul style="list-style-type: none"> Apply reverse outlines techniques Revise writing through feedback
5	<ul style="list-style-type: none"> Develop a thesis Include author tags, support, and in-text citations Identify subjects, verbs, and prepositions in relation to phrases and clauses 	<ul style="list-style-type: none"> Visit Prof BL in office hours or by appointment if you haven't already this semester Successfully revise longer writing Synthesize multiple texts
6	<ul style="list-style-type: none"> Create the hamburger structure Identify fragments in writing 	<ul style="list-style-type: none"> Identify bias in reading and writing Integrate multiple voices into a response
7	<ul style="list-style-type: none"> Create concept maps for longer texts Develop accurate summaries 	<ul style="list-style-type: none"> Reframe specific examples to broader themes within a text Develop a thesis focused on synthesis
8	<ul style="list-style-type: none"> Combine summary and citation structures within writing Recognize run-on sentences within writing 	<ul style="list-style-type: none"> Check all current course grades Write specifically with attention to word choice

Week 1-8 Major writing assignments due on CANVAS.

2/1: WE1, essay 1

2/18: WE1, essay 2

2/7: WE2, Essay 1

3/6: WE2, essay 2

2/15: Essay 1 packet

3/13: Essay 2 packet

Weekly, smaller assignments listed on Canvas

Weekly learning objectives and major writing due dates

9	<ul style="list-style-type: none"> Distinguish between major and minor details /develop subtopic paragraphs Reframe evidence to a larger, central issue or theme 	<ul style="list-style-type: none"> Compare, cluster, and thematically organize ideas from multiple readings Organize by appeals rather than sources Recognize parallel structure
10	<ul style="list-style-type: none"> Demonstrate synthesis and analysis through partnered ideas/commentary Distinguish between appeal transitions and support transitions Develop support transitions 	<ul style="list-style-type: none"> Build strong discussion questions for a reading Use clause recognition to aid in comma placement and successfully add commas to lists
11	<ul style="list-style-type: none"> Create strong introductions and conclusions Incorporate reverse outlining into peer review 	<ul style="list-style-type: none"> Develop thesis focused on a central issue or theme Create pathos without personal example or generalization
12	<ul style="list-style-type: none"> Develop long-range research questions Identify areas for attention within reader review 	<ul style="list-style-type: none"> Reflect on choices and outcomes within writing
13	<ul style="list-style-type: none"> Recognize and write combined support paragraphs. Develop central question Connect research to central question 	<ul style="list-style-type: none"> Rhetorically evaluate sources Identify and organize types of appeals in a reading
14	<ul style="list-style-type: none"> Establish position in relation to existing research/claims Build position into thesis 	<ul style="list-style-type: none"> Identify and organize types of appeals within a drafted argument
15	<ul style="list-style-type: none"> Form outline for timed writing 	<ul style="list-style-type: none"> Evaluate argument in a timed writing environment
16	<ul style="list-style-type: none"> Create an argument in a timed writing environment 	<ul style="list-style-type: none"> Demonstrate reading comprehension agility through contextualized vocabulary recognition

Week 9-16 Major writing assignments due on CANVAS. Weekly, smaller assignments listed on Canvas

4/3: WE1, essay 3

4/10: WE2, Essay 3

4/17: Essay 3 packet

Major timed assessments due in class

5/2: DRP Assessment

Finals Week: Timed comprehensive writing