

<b>Syllabus for English 350– Eureka Campus</b>		
<b>Semester &amp; Year</b>	Spring 2016	
<b>Course ID and Section #</b>	ENGL-350-E9016	
<b>Instructor’s Name</b>	Dr. Sean Herrera-Thomas	
<b>Day/Time</b>	MTWTh 11:40-12:55	
<b>Location</b>	Humanities 213	
<b>Number of Credits/Units</b>	6.0	
<b>Contact Information</b>	<i>Office location</i>	Science 216F
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<b>Textbook Information</b>	<i>Title &amp; Edition</i>	<i>Identity: A Reader for Writers</i>
	<i>Author</i>	John Scenters-Zapico
	<i>ISBN</i>	#9780199947461
<b>Course Description</b>		
<p>A competency-based course emphasizing the integration of academic reading and writing skills. Students develop reading strategies necessary for academic reading and write extended formal paragraphs and reading-based expository essays. The lab component is scheduled in the Writing Center, where students receive essential tutorial support in reading, writing and sentence skills.</p>		
<b>Student Learning Outcomes</b>		
<ol style="list-style-type: none"> <li>1. After a close reading of a nonfiction text, write a unified, coherent essay that develops a thesis with general and specific support.</li> <li>2. Identify the main ideas and their development in academically appropriate nonfiction texts.</li> <li>3. Adhere to standard English conventions in writing with special attention to sentence boundaries.</li> <li>4. Employ the Writing Center to support basic academic behavior necessary to college success.</li> </ol>		
<b>Special Accommodations</b>		
<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 <a href="#">Disabled Students Programs and Services</a>. Students may make requests for alternative media by contacting DSPS at 707-476-4280.</p>		
<b>Academic Support</b>		
<p>Academic support is available at <a href="#">Counseling and Advising</a> and includes academic advising and educational planning, <a href="#">Academic Support Center</a> for tutoring and proctored tests, and <a href="#">Extended Opportunity Programs &amp; Services</a>, for eligible students, with advising, assistance, tutoring, and more.</p>		
<b>Academic Honesty</b>		
<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, where the instructor determines that a student has demonstrated academic dishonesty, the student may</p>		

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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](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf) Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

### **Disruptive Classroom Behavior**

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; 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](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf)

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

### **Emergency Procedures for the 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](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](mailto:security@redwoods.edu) if you have any questions.

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*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.*

### **The English Department Attendance Policy**

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, 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.

### **Class attendance policies**

All work is due on the date specified on the syllabus or assignment sheet. If you are absent from class on the due date, late papers will be accepted without penalty only if the absence is excused. Likewise, missed quizzes, tests, and in-class assignments may be made up only if the absence is excused or due to an emergency. Excused absences require written medical, legal, or athletic documentation.

In the event that you do miss class, you are responsible for checking with your classmates to determine what concepts, issues and material I discussed during your absence. Please note that a significant proportion of the course content will only be available in class lectures, presentation and discussions, and that your knowledge of this material will be assessed throughout the semester.

### **Writing Center attendance**

Three hours per week in the Writing Center is required for English 350. This amounts to a total of 54 hours for the semester. Additionally, you must complete all of the related Writing Center work, including conferences with tutors, in order to receive credit for this component of your grade.

### **Classroom Conduct**

The content of our reading assignments and class discussions will involve a variety of important and compelling personal and social issues that are inherently mature in their subject matter and that resonate deeply with individuals in our class. Please be aware that this course examines adult human experiences through the lens of academic discourse. Also, please remember to treat your classmates and instructor in a courteous, sensitive, and respectful manner. Any student who violates CR's Code of Student Conduct will be sanctioned in accordance with school guidelines.

Please note that “texting” or other inappropriate electronic activities during class will result in your being temporarily suspended from class and referred to campus disciplinary authorities. Please turn off cell phones before entering the class.

**Participation**

Active participation in-class is required throughout the semester. You should come to each class meeting with at least one question or observation about the reading assignments; furthermore, you should be prepared to engage with one another’s ideas about the readings.

**Extra Credit**

The English Department at College of the Redwoods mandates that no “extra credit” be awarded in English courses. If you are concerned about maximizing your points earned this semester, I heartily encourage you to give your best effort in each assignment and to be willing to revise your essays in response to feedback from your peers, instructor and tutors in the Writing Center. I will allow one revision of each paragraph or essay to count for toward your final grade on that assignment.

**Primary Assessments**

I will use this distribution to calculate your grade:

Writing Center	10%
Competency Exam Essay	15%
Formal Responses and Essays	25%
Exercises and quizzes	20%
Reading Journal and Participation	20%
DRP exam	10%

Schedule of Primary Assignments and Due Dates

Jan. 19: Introduction to the course and Writing Center orientation

Jan. 20: In-class writing on definition of identity

Jan. 21: Group paragraph planning session

Jan. 25: Read before class Dorwick, “Getting Called Fag.”

Due in class: your typed responses to the three analysis questions that follow the reading.

Jan. 26: Read before class Comas-Diaz, “Hispanics, Latinos, or Americanos.”

Due in class: your typed responses to the three analysis questions that follow the reading.

Jan. 27: Read before class Kuttub, “We Are Palestinians.”

Due in class: your typed responses to the three analysis questions that follow the reading.

Jan. 28: Read before class Momaday, “Excerpts from *The Names: A Memoir*.”

Due in class: your typed responses to the three analysis questions that follow the reading.

Feb. 1: Read before class Filipovic, “Why Should Married Women Change Their Names?”

Due in class: your typed responses to the three analysis questions that follow the reading.

Feb. 2: Read before class Tan, “Mother Tongue.”

Due in class: your typed responses to the three analysis questions that follow the reading.

Feb. 3: Read before class Baron, “Who Owns Global English?”

Due in class: your typed responses to the three analysis questions that follow the reading.

Feb. 4: **Due: Formal Writing Assignment #1 (including Writing Center goals sheet)**

Feb. 8: Read before class Thurston, “How to Be Black.”

Due in class: your typed responses to the three analysis questions that follow the reading.

Feb. 9: Read before class Buchanan, “Deconstructing America.”

Due in class: your typed responses to the three analysis questions that follow the reading.

Feb. 10: Read before class Meyer, “Why Americans Hate This ‘Immigration’ Debate”

Due in class: your typed responses to the three analysis questions that follow the reading.

Feb. 11: Read before class Mengetsu, “Home at Last”

Due in class: your typed responses to the three analysis questions that follow the reading.

Feb. 15 – No Class

Feb. 16: Read before class Merchant, “Unravelling the Social Network.”

Due in class: your typed responses to the three analysis questions that follow the reading.

Feb. 17: Read before class Lahiri, “Rhode Island”

Due in class: your typed responses to the three analysis questions that follow the reading.

Feb. 18: **Formal Writing Assignment #2 (including Writing Center goals sheet)**

Feb. 22: Read before class Garcia, “Could Have Done Better.”

Due in class: your typed responses to the three analysis questions that follow the reading.

Feb. 23: Read before class Rose, “I Just Want to Be Average.”

Due in class: your typed responses to the three analysis questions that follow the reading.

Feb. 24: Read before class Terenzini and Pascarella, “Living with Myths.”

Due in class: your typed responses to the three analysis questions that follow the reading.

Feb. 25: **Reading Journal (annotations and/or notes) checked in class.**

Feb. 29: Read before class “Brown v. Board of Education” (Supreme Court).

Due in class: your typed responses to the three analysis questions that follow the reading.

Mar. 1: Read before class X, “Learning to Read.”

Due in class: your typed responses to the three analysis questions that follow the reading.

Mar. 2: Read before class Villanueva, “Spic in English!”

Due in class: your typed responses to the three analysis questions that follow the reading.

Mar. 3: **Formal Writing Assignment #3 (including Writing Center goals sheet)**

Mar. 7: Read before class Rodriguez, “Achievement of Desire.”

Due in class: your typed responses to the three analysis questions that follow the reading.

Mar. 8: Read before class Davidson, “Project Classroom Makeover.”

Due in class: your typed responses to the three analysis questions that follow the reading.

Mar. 9: Read before class “Work, in Six Words” (NPR).

Due in class: your typed responses to the three analysis questions that follow the reading.

Mar. 10: **Reading Journal (annotations and/or notes) checked in class.**

Spring Break

Mar. 21: Read before class Zaslow, “The Most Praised Generation Goes to Work.”

Due in class: your typed responses to the three analysis questions that follow the reading.

Mar. 22: Read before class Rainie, “Digital Natives Invade the Workplace.”

Due in class: your typed responses to the three analysis questions that follow the reading.

Mar. 23: Read before class De Palma, “Fifteen Years on the Bottom Rung.”

Due in class: your typed responses to the three analysis questions that follow the reading.

Mar. 24: **Formal Writing Assignment #4 (including Writing Center goals sheet)**

Mar. 28: Read before class Terkel, “Stephen Cruz.”

Due in class: your typed responses to the three analysis questions that follow the reading.

Mar. 29: Read before class Marche, “We Are Not All Created Equal.”

Due in class: your typed responses to the three analysis questions that follow the reading.

Mar. 30: Read before class Smith, “The Happiest and Unhappiest Jobs in America.”

Due in class: your typed responses to the three analysis questions that follow the reading.

Mar. 31: **Reading Journal (annotations and/or notes) checked in class.**

April 4: Read before class Carbado and Gulati, “Working Identity.”

Due in class: your typed responses to the three analysis questions that follow the reading.

April 5: Read before class Feldman, "Finding the 'Liar' in All of Us."

Due in class: your typed responses to the three analysis questions that follow the reading.

April 6: Read before class DiFalco, "Internet Cheating."

Due in class: your typed responses to the three analysis questions that follow the reading.

April 7: **Formal Writing Assignment #8 (including Writing Center goals sheet)**

April 11: Read before class Tannen, "Sex, Lies, and Conversation."

Due in class: your typed responses to the three analysis questions that follow the reading.

April 12: Read before class Shawn, "Is Sex Interesting?"

Due in class: your typed responses to the three analysis questions that follow the reading.

April 13: Read before class Chen, "Farewell, June Cleaver."

Due in class: your typed responses to the three analysis questions that follow the reading.

April 14: **Reading Journal (annotations and/or notes) checked in class.**

April 18: Read before class Bernstein, "Sibling Rivalry Grows Up."

Due in class: your typed responses to the three analysis questions that follow the reading.

April 19: Read before class Kapur, "Anthem."

Due in class: your typed responses to the three analysis questions that follow the reading.

April 20: Read before class, "Don't Trip over Your Digital Footprint" (NPR).

Due in class: your typed responses to the three analysis questions that follow the reading.

April 21: **Formal Writing Assignment #9 (including Writing Center goals sheet)**

April 25: Read before class Turkle, "How Computers Change the Way We Think."

Due in class: your typed responses to the three analysis questions that follow the reading.

April 26: Read before class Orenstein, "The Way We Live Now."

Due in class: your typed responses to the three analysis questions that follow the reading.

April 27: Read before class Dewoskin, "East Meets West."

Due in class: your typed responses to the three analysis questions that follow the reading.

April 28: **Reading Journal (annotations and/or notes) checked in class.**

May 2: Read before class Fletcher, "How Facebook is Redefining Privacy."

Due in class: your typed responses to the three analysis questions that follow the reading.

May 3: DRP exam

May 4: Competency Exam

May 5: Competency Exam

May 9 (10:45-12:45) Final Examination

## **Schedule of Modules and Major Due Dates:**

### **Unit 1: Modules 1-4**

Module 1: 1/19-1/21

Weekly Learning Outcomes:

- Read, annotate, and fully understand the syllabus
- Identify WC schedule and complete orientation
- Successfully log on, navigate, upload, and download to Canvas
- Create strong paraphrase

Module 2: 1/25-1/28

Weekly Learning Outcomes:

- Identify topics, main ideas, and support
- Recognize and write topic sentences
- Identify inductive and deductive patterns
- Create an accurate concept map
- Complete focused milestone writing
- Identify homonyms and proof writing for homonyms

Module 3: 2/1-2/4

Weekly Learning Outcomes:

- Create a strong thesis
- Write a unified paragraph with strong TS & support
- Insert author tags, quotes, and citations
- Incorporate partnered ideas
- Apply reader review techniques

- Identify generalizations and proof writing for “you” and “they”

Module 4: 2/8-2/11

**Formal Response 1 due at the end of Module 4**

Weekly Learning Outcomes:

- Identify 3 types of support
- Identify and practice 4 bases of writing
- Create FR1 reader review draft
- Offer excellent support to a class colleague on RR day
- Revise FR1 based on peer review feedback
- Identify apostrophes and proof writing for apostrophes

**Unit 2: Modules 5-7**

Module 5: 2/16-2/18

Weekly Learning Outcomes:

- Visit Dear H-T in office hours or by appointment if you haven’t already this semester
- Successfully revise your FR1 if you received less than 45/50
- Develop thesis for FR2
- Identify prepositions and proof writing for dependent clauses

Module 6: 2/22-2/25

Weekly Learning Outcomes:

- Construct outline for FR2
- Identify phrases and proof for fragments
- Broaden the conversation through other sources
- Create accurate summaries

Module 7: 2/29-3/3

**Formal Response 2 due at the end of Module 7**

Weekly Learning Outcomes:

- Create concept maps for longer texts
- Polish FR 2 with special attention to apostrophes, possessives, subjects, verbs, and prepositions
- Offer excellent support to a class colleague on RR day
- Develop strong introduction and conclusion

**Unit 3: Modules 8-10**

Module 8: 3/7-3/10

Weekly Learning Outcomes

- Identify independent clauses and proof for run-on sentences
- Create group roles and complete group project
- Choose courses for Spring 16 registration and check all current course grades
- Successfully revise your FR2 if you received less than 45/50
- Develop thesis for Essay 1

Module 9: 3/14-3/17

Weekly Learning Outcomes:

- Identify logos, ethos, and pathos in reading
- Blend outside text with your own writing through transitions

- Recognize source types
- Apply a handbook to draft works cited page
- Identify group roles and complete group project
- Create outline for longer essays