

<b>Syllabus for English 102– Eureka Campus</b>		
<b>Semester &amp; Year</b>	Summer 2016	
<b>Course ID and Section #</b>	ENGL-102-E1693	
<b>Instructor’s Name</b>	Dr. Sean Herrera-Thomas	
<b>Day/Time</b>	Monday, Tuesday, Wednesday, Thursday 11-1:05	
<b>Location</b>	Humanities 217	
<b>Number of Credits/Units</b>	4.5	
<b>Contact Information</b>	<i>Office location</i>	Humanities 216F
	<i>Office hours</i>	By appointment
	<i>Phone number</i>	(707) 476-4324
	<i>Email address</i>	Sean-herrerathomas@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	<ol style="list-style-type: none"> <li>1. <i>Sport: A Very Short Introduction</i> (1<sup>st</sup> ed).</li> <li>2. <i>The Professor in the Cage</i> (1<sup>st</sup> ed).</li> <li>3. <i>Playing with the Boys</i> (1<sup>st</sup> ed).</li> </ol>
	<i>Author</i>	<ol style="list-style-type: none"> <li>1. Mike Cronin</li> <li>2. Jonathan Gottschall</li> <li>3. Eileen McDonagh and Laura Pappano</li> </ol>
	<i>ISBN</i>	<ol style="list-style-type: none"> <li>1. 9780199688340</li> <li>2. 9781594205637</li> <li>3. 9780195386776</li> </ol>
<b>Course Description</b>		
<p>An accelerated, pre-collegiate-level course in critical reading and reasoned writing. Students analyze issues and claims presented in visual, oral, or written arguments and write analytical and argumentative essays based on those issues. Close analytical reading of and sustained written response to complex argumentative texts is required as preparation for English 1A.</p>		
<b>Student Learning Outcomes</b>		
<ol style="list-style-type: none"> <li>1. Develop a thesis-driven argument appropriate to an academic audience.</li> <li>2. Critically read and respond to argumentative texts.</li> <li>3. Generate and organize general and specific support for a thesis.</li> <li>4. Lab: Use feedback to support reflective learning, academic inquiry, reading, writing, revision, grammar, and proofreading skills.</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>		

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### 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/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

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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.

*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.*

<b>Required Materials</b>	<p>Course texts (electronic versions are acceptable)          Reliable computer access with word processing and internet connectivity.          A good dictionary, preferably one with word etymologies.          A notebook for taking reading notes and writing in class.</p>
<b>Turnitin.com</b>	<p>The English Department requires all English 102 students to submit their essays to Turnitin.com, which scans them for previously written or published material. Please note that I will review all apparent cases of academic dishonesty with the student and, if necessary, the appropriate administrative officials. Using another person’s written work or ideas without proper attribution will result in a failing grade on the assignment and, possibly, an F in the course and academic probation.</p>
<b>Participation</b>	<p>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.</p>
<b>Extra Credit</b>	<p>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.</p>
<b>Classroom Conduct</b>	<p>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.</p> <p>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.</p>

<b>Attendance</b>	<p><b>The English Department Attendance Policy</b></p> <p>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. Please note that due to their compressed schedule, a week of a summer session course counts as two semester weeks.</p> <p><b>Class policies related to attendance</b></p> <p>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.</p> <p>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.</p>
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<b>Primary requirements and grade distribution</b>													
<ul style="list-style-type: none"> <li>• Three formal essays</li> <li>• Final portfolio (including the “summative essay” and final reading assessment)</li> <li>• Participation in class discussions and activities</li> <li>• Reading quizzes</li> <li>• Writing Center work (including 22.5 hours in attendance)</li> <li>• Evidence of essay revisions in response to tutorial feedback</li> </ul>	<p>I will use these percentages to calculate your final grade.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Essays</td> <td>40%</td> </tr> <tr> <td>Portfolio</td> <td>20%</td> </tr> <tr> <td>Lab</td> <td>10%</td> </tr> <tr> <td>Participation</td> <td>10%</td> </tr> <tr> <td>Reading Quizzes</td> <td>10%</td> </tr> <tr> <td>Revision / Proofreading journal</td> <td>10%</td> </tr> </table> <p>Please note that this course is graded on a “Pass/No Pass” basis. You must earn 70% or better to achieve a passing mark.</p>	Essays	40%	Portfolio	20%	Lab	10%	Participation	10%	Reading Quizzes	10%	Revision / Proofreading journal	10%
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Date		
June 20		
June 21		Rebecca Cox, <i>The College Fear Factor</i> , Chapter 2
June 22		Carol Dweck, "Brainology"
June 23		
June 27	Warm-up Writing Due	
June 28		Mike Cronin, <i>Sport</i> , Chapter 1
June 29		Mike Cronin, <i>Sport</i> , Chapter 2 & 3
June 30		Mike Cronin, <i>Sport</i> , Chapter 4
July 04 Holiday		
July 05		Mike Cronin, <i>Sport</i> , Chapter 5 & 6
July 06	Writing Workshop	
July 07	Essay #1 Due	
July 11		Jonathan Gottschall, <i>The Professor in the Cage</i> , Chapter 1
July 12		Jonathan Gottschall, <i>The Professor in the Cage</i> , Chapter 2
July 13		Jonathan Gottschall, <i>The Professor in the Cage</i> , Chapter 3
July 14		Jonathan Gottschall, <i>The Professor in the Cage</i> , Chapter 4
July 18		Jonathan Gottschall, <i>The Professor in the Cage</i> , Chapter 5
July 19		Jonathan Gottschall, <i>The Professor in the Cage</i> , Chapter 6
July 20		Jonathan Gottschall, <i>The Professor in the Cage</i> , Chapter 7
July 21		Jonathan Gottschall, <i>The Professor in the Cage</i> , Chapter 8 and the epilogue
July 25	Essay #2 Due	
July 26		Eileen McDonagh and Laura Pappano, <i>Playing With The Boys</i> , Chapter 1
July 27		
July 28		Eileen McDonagh and Laura Pappano, <i>Playing With The Boys</i> , Chapter 2

Aug 01		
Aug 02		Eileen McDonagh and Laura Pappano, <i>Playing With The Boys</i> , Chapter 5
Aug 03	Essay #3 Due	
Aug 04		Eileen McDonagh and Laura Pappano, <i>Playing With The Boys</i> , Chapter 6
Aug 08		
Aug 09		Eileen McDonagh and Laura Pappano, <i>Playing With The Boys</i> , Chapter 7
Aug 10	Portfolio Due	
Aug 11		