

Syllabus for ENGL-102– Del Norte Education Center

Semester & Year	Fall 2016	
Course ID and Section #	Engl 102 D0505	
Instructor's Name	Professor Ruth Rhodes	
Day/Time	Class: M/T/TH 10:05-11:20 and Lab: W 10:05-11:30	
Location	DM 34 and DM 2	
Number of Credits/Units	4.5	
Contact Information	<i>Office location</i>	E7 in the "Faculty Club House"
	<i>Office hours</i>	Mondays and Tuesdays 11:30-12:30 and by appointment
	<i>Phone number</i>	707-465-2336
	<i>Email address</i>	Ruth-Rhodes@redwoods.edu
Textbook Information	<i>Title, Edition, Author, and ISBN #</i>	<ol style="list-style-type: none"> <i>Between the World and Me</i> by Ta-Nehisi Coates, Spiegel and Grau, ISBN#: 978-0-8129-9354-7 <i>Outliers</i> by Malcolm Gladwell, Back Bay Books, ISBN#: 978-0-316-01792-3 <p>Please do NOT buy e-books for this class. You will need the hard copy editions.</p>

"Education is not the learning of facts but the training of the mind to think."
-Albert Einstein

Course Description

English 102 is 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.

Student Learning Outcomes

1. Develop a thesis-driven argument appropriate to an academic audience.
2. Critically read and respond to argumentative texts.
3. Generate and organize general and specific support for a thesis.
4. In the lab, use feedback to support reflective learning, academic inquiry, reading, writing, revision, grammar and proofreading skills.

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 707-465-2352.

Academic Support

Academic support is available at [Counseling and Advising](#) and includes academic advising and

Syllabus for ENGL-102– Del Norte Education Center

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 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; 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 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 Del Norte campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Crescent City campus emergency map is available at (<http://www.redwoods.edu/District/Maps/dnmap.asp>). 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 campus authorities.

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, [707-476-4112](tel:707-476-4112), security@redwoods.edu, if you have any questions.

Syllabus for ENGL-102– Del Norte Education Center

*Note from Professor Rhodes: Our evacuation point for both DM 2 and DM 34 in the case of a fire or natural disaster is in **the parking lot by the student lounge**. In the very unlikely event of an active shooter incident, rapidly disperse away from the campus rather than cluster at the evacuation point.*

Anxiety about campus safety? It is worth noting that College of the Redwoods is structurally, geographically and statistically SAFER than nearly any other place you might be in Del Norte County, including your own home. If for any reason you don't feel safe here, please talk to me about it!

Attendance

Please attend all sessions of each class and lab. English Department policy is that your instructor must drop you from the roster if you miss more than two weeks (total) of class or lab before Week 11.

Workload

This is a challenging class designed to bring you up to entry-level English 1A in terms of your critical reading and writing ability. You should prepare yourself for a workload where you will carefully read 30-50 pages per week, taking critical notes as you go. You will also have weekly writing assignments, including essays. Some of this work can be done in lab, but organize your time carefully, especially if you have work, family, and other class commitments. The schedule (see end of syllabus) can help you pace your work.

Habits of Mind

The quality of your learning experience depends on developing certain habits of mind. Often, these habits represent a shift from what students are used to from high school. These include:

1. **Attend regularly.** If you miss class, send me a curtesy e-mail me to let me know you're still engaged and want to keep up. I can send you the PowerPoint from that day, which contains the prep work on the last slide. After reviewing that, you can ask me follow up questions, keeping in mind that it is your job to catch yourself up. This is very different from high school, where your teachers took the initiative and did the work of brining you up to speed. You are in charge of your learning—and your learning success. I mostly coach from the sidelines.
2. **Arrive on time.** Class usually beings with a graded activity. You may not make it up if you are late or absent. If the door is locked, wait outside the classroom until the activity is completed and the door is reopened. This ensures that latecomers do not distract those who arrived on time—and that those who are punctual are rewarded.
3. **Engage and Focus.** Show respect and appreciation for the learning process and for everyone present by listening, responding, and asking questions. Turn off your cell phone. Put it away. Avoid side-conversations. Do not use a laptop or tablet without permission. If you must leave, do so quietly.

4. **Be prepared.** Have homework completed. Bring relevant books, handouts, and materials with you each day. Save all graded work in a folder, including your graded essays. If you are not prepared, “fess up” and observe group activities rather than participate so that you do not slow the group down.

Grades

Grades will be updated weekly so you can check your progress on our class’s *Canvas* site. Please check your grades often—and let me know if you see an error on my part. *This is a Pass/No Pass class.* Students must receive 70% total in the weighted categories to pass. There are no letter grades. There is no extra credit.

- 20% Prep work (cannot be made up if absent)
- 80% Essays (5 essays of varying lengths)

Prep Work & Reflection (20%)

Learning to read carefully and critically is essential for engaging class discussions—and your success in college. Expect to take notes on each reading as you answer critical questions. Expect quizzes after each reading assignment and before class discussion. In lab (and sometimes in class), I will assign **prewriting activities** to prepare you for writing formal essays, and I will assign **reflections** after essays are graded and returned to help you be thoughtful about the feedback you receive. Both of these informal writing activities are counted in the “Prep Work and Reflection” category.

Formal Essays and Portfolio (80%)

You will write five formal essays in this class, each demonstrating your developing readings and writing skill. In each, you will be asked to respond to a **question at issue** in a challenging reading. Essays will be worth an ever-increasing percentage of your grade as the course goes on:

- **Essay 1** (600+ words / 10% of course grade)
- **Essay 2** (650+words / 15% of course grade)
- **Essay 3** (650+ words / 15% of course grade)
- **Essay 4** (700+words / 20% of course grade)
- **Essay 5: Portfolio Essay** (a revised and expanded essay / 20% of course grade)

All essays must be turned in electronically to www.turnitin.com AND in hard copy (that’s the copy I will mark). Late essays will lose 2 points (5%) per day, including the day they are late.

Please note that the above syllabus and attached schedule are subject to change.

Week	Schedule for English 102, Fall 2016
August 28 29 30 31	Course Introduction Quiz and Discussion on “Struggle for Smarts” (Handout) Prewriting Activity 1: Critical Notes on “Brainology” (Handout) Lecture and Discussion on “Brainology” and Critical Reading Notes
September 5 6 7 8	Labor Day. No class. Quiz and Discussion on “Becoming a Critic of Your Own Thinking” (Handout) and Lecture and Activity: Saying Back Prewriting Activity 2: Saying Back and Responding to a Q of I Discussion: The Grit Scale / Watch “Grit” TED talk
September 12 13 14 15	Quiz and Discussion: “The Limitations of Teaching Grit” (Handout) Census Day Lecture and Activity: Unity Essay 1 Drafting Essay 1 Workshop
September 19 20 21 22	Quiz and Discussion “The Roseto Mystery” (<i>Outliers</i>) / Essay 1 Due Quiz and Discussion on “Del Norte County Vital Signs” (Handout) / Watch “A Tale of Two Zipcodes” Prewriting Activity 3: Critical Notes on “The Matthew Effect” (<i>Outliers</i>) Quiz and Discussion on “The Matthew Effect” (<i>Outliers</i>)
September 26 27 28 29	Quiz and Discussion on “The 10,000 Hour Rule” (<i>Outliers</i>) Lecture and Activity: Reflecting on and Revising Your Essay Rewrite Essay 1 / Reflection Quiz and Discussion on “The Trouble with Geniuses, Part I” (<i>Outliers</i>)
October 3 4 5 6	Quiz and Discussion on “The Trouble with Geniuses, Part II” (<i>Outliers</i>) Lecture and Activity: Prewriting Techniques Essay 2 Drafting Essay 2 Workshop
October 10 11 12 13	Quiz and Discussion on “The Three Lessons of Joe Flom” (<i>Outliers</i>) / Essay 2 Due Lecture and Activity: Support Prewriting Activity 4: Support Lecture and Activity: Coherence
October 17 18 19 20	Quiz and Discussion on “Harlan, Kentucky” (<i>Outliers</i>) Lecture and Activity: Sentence Skills Rewrite Essay 2 / Reflection Mid-term Check in: What’s working? What needs work?

October 24	Quiz and Discussion on “The Ethnic Theory of Plane Crashes” (<i>Outliers</i>)
25	Discussion: “The Values Americans Live By” (Handout) by Robert Kohls
26	Prewriting Activity 5: Critical Notes on “Rice Paddies and Math Tests” (<i>Outliers</i>)
27	Quiz and Discussion: “Rice Paddies and Math Tests” (<i>Outliers</i>)
October 31	Quiz and Discussion: “Marita’s Bargain” (<i>Outliers</i>)
November 1	Lecture and Activity: Questions at Issue
2	Essay 3 Drafting
3	Essay 3 Workshop
November 7	Quiz and Discussion: “A Jamaican Story” (<i>Outliers</i>) / Essay 3 Due
	Lecture and Activity: Synthesis
8	Prewriting Activity 7: Synthesis
9	Lecture and Activity: Race, racism, and talking about it / Watch
10	“Color Blind or Color Brave” TED Talk
November 14	Quiz and Discussion: <i>Between the World and Me</i> , 1-71
15	Lecture and Activity: Rethinking Unity
16	Rewrite Essay 3 / Reflection
17	Quiz and Discussion: <i>Between the World and Me</i> , 72-132
November 21	Quiz and Discussion: <i>Between the World and Me</i> , 132-152
22	Lecture and Activity: Prewriting for Essay 4
23	Essay 4 Drafting
24	No class. Thanksgiving.
November 28	Essay 4 Workshop
29	Lecture and Activity: Essay 5 (The Portfolio Essay)
December 1	Essay 4 Final Drafting / Essay 4 Due
2	Lecture and Activity: Rethinking Support
December 5	Lecture and Activity: Rethinking Coherence
6	Lecture and Activity: Rethinking Sentence Skills
7	Essay 5 (The Portfolio Essay) Drafting
8	Essay 5 Workshop / Essay 4 Returned
December 15	Final Class Meeting / Evaluation / Essay 5 (Portfolio Essay) Returned