

<b>Syllabus for Precollegiate Reading and Writing– Eureka Campus</b>		
<b>Semester &amp; Year</b>	Fall 2016	
<b>Course ID and Section #</b>	English 150 E0516	
<b>Instructor's Name</b>	Robyn Roberson	
<b>Day/Time</b>	T/Th 1:15-2:40pm	
<b>Location</b>	HU 114	
<b>Number of Credits/Units</b>	3.5	
<b>Contact Information</b>	<i>Office location</i>	TBD
	<i>Office hours</i>	TBD
	<i>Phone number</i>	N/A
	<i>Email address</i>	Robyn-roberson@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	They Say, I Say, 3 <sup>rd</sup> edition
	<i>Author</i>	G. Graff, Birkenstein, Durst
	<i>ISBN</i>	978-0-393-93584-4
		Money Changes Everything
		Lawrence Weinstein
		978-1-4576-2855-9
		A Pocket Style Manual, 7 <sup>th</sup> edition w/ 2016 MLA update
		Diana Hacker, Sommers, Nancy
		978-1-4576-6309-3
<b>Course Description</b>		
<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>		
<b>Student Learning Outcomes</b>		
<ol style="list-style-type: none"> <li>1. Develop an effective, thesis-driven argument appropriate to an academic audience.</li> <li>2. Critically read and respond to argumentative texts.</li> <li>3. In a multi-stage process, incorporate feedback (from instructors and peers) in essay planning and drafting.</li> <li>4. Apply basic grammar and punctuation rules, particularly those that address sentence boundaries.</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>		

## Syllabus for Precollegiate Reading and Writing– Eureka Campus

### 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:

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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](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.

## English 150: Precollegiate Reading and Writing

Classroom: HU114

TTh 1:15 – 2:40pm

#040516

**Instructor:** Robyn Roberson

**E-Mail:** [robyn-roberson@redwoods.edu](mailto:robyn-roberson@redwoods.edu)

### Course Description

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.

### Student Learning Outcomes

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.

### Required Texts & Materials:

- *They Say, I Say, 3rd edition*, Gerald Graff (other editions are not acceptable)
- *Money Changes Everything*, Lawrence Weinstein
- English 150 Course Packet (located in bookstore)
- *A Pocket Style Manual, 7<sup>th</sup> edition*, Diana Hacker and Nancy Sommers
- Two letter sized manila folders for essay submissions
- One loose leafed notebook with blank paper
- Regular access to a computer and printer
- Money to print readings and grammar exercises from Canvas, etc.
- Pen, pencil, and highlighters of various colors
- Means of back-up: flash drive and e-mail

### Classmate Contact Information:

Name: \_\_\_\_\_ Contact Info: \_\_\_\_\_

Name: \_\_\_\_\_ Contact Info: \_\_\_\_\_

### Homework

You should expect to work two hours outside of class for every one hour of class time in each lower division, general education course. In other words, you will need to devote at least an average of six hours per week to this course outside of the classroom to perform satisfactorily at the “C” level. Those desiring a higher grade should expect to spend more time, of course. **No** extra credit assignments are given for this class.

### **Grade Assessment**

40% Formal Writing (three formal essays w/planning worksheets, intro paragraphs, etc.)

20% Summative Writing Sample (end-of-term)

20% Reading, Informal Writing & Participation

10% Grammar Exams & Homework

10% Writing Center

### **Description of Assessment Categories**

#### **Formal Writing (40%)**

Essays -- Over the course of the semester, you will complete three out-of-class formal essays of 750-1200 words. Each essay must include a prewrite and at least two drafts (the latter of which must be tutored). All second drafts of each essay must be submitted to Canvas and will automatically be uploaded to Turnitin.com. Each of these essays **must also be submitted in hard copy** during class on the due date.

Revisions -- You are entitled to revise only the first two papers for this semester. In order to do a revision, however, you must attend a tutor conference and turn in all your original work, your tutor slip, and your revision. You have **one** week to complete a revision. Please keep all your work in case I forget to record your grade.

Late Work/Freebies -- Final drafts are due at the beginning of class on the due date on your syllabus. You are allowed one late final draft for this course (a late paper coupon will be handed out in class), but this may only be used **only** on the first two papers. The freebie is good to turn in a paper one week late (7 days). As for excuses beyond the freebie date, unless it's an emergency, remember that I've heard better than you can imagine: salmonella, assault with a deadly weapon, dead car battery, etc. I do not accept late papers: these will be given an F.

Draft Workshops -- These are required. In order to make sure you understand how important these are, first drafts are worth 25 percent of the value of each paper. *Thus, you cannot go higher than a “C” on a final draft of a paper if you have missed the Draft Workshop or come with no work at all.* Absences are not acceptable on Draft Workshop days unless it is an emergency and you have a written note from a doctor. It is not acceptable to bring handwritten drafts to workshops, and these will not be given credit.

#### **Summative Writing Sample (20%)**

The end of semester portfolio will be a revision of either essay one or two. In addition to the revision, your essay must include a mention of the opposition, an attack on that opposition, as well as paraphrase and quote from sources we've read. This draft must also demonstrate stronger organization, sentence variety, and word choice as well as the correction of any remaining errors. This work should demonstrate your readiness for English 1A.

#### **Reading, Informal Writing & Participation (20%)**

Assignments and Quizzes -- You will respond to class reading assignments in three ways: 1) in-class writing, 2) out-of-class typed responses and 3) in-class quizzes. The format and manner in which assignments must be submitted will be explained at the time they are given. Typed responses must be

physically turned in during class and must be completed before the class during which they are due. Annotate all readings carefully so that you will have the information you need for participating in reading workshops, discussions, and analyzing the arguments in the various readings.

### **Grammar Exams & Homework (10%)**

Students will use *A Pocket Style Manual*, 7<sup>th</sup> edition and their own essays to complete a series of workshops designed to review basic mechanics, usage, grammar, and punctuation rules and conventions. You will be given 5 quizzes based on the material in *A Pocket Style Manual*, 7<sup>th</sup> edition and from grammar links in Canvas. Completion of assigned exercises and quizzes comprise this portion of your grade. Some portion of the class will refer to specific areas of concern; it is up to you to ask questions. Utilize the Writing Center when working on exercises.

### **Writing Center (10%)**

For English 150, the minimum requirement to attend the Writing Center is **22.5** hours. The Writing Center is open for 16 weeks which means students should attend an average of 1.5 hours per week. And English 150 students must meet with a tutor or an instructor at least three times during the course of the semester – one each for formal essays. You must also meet with an instructor to review any grammatical concepts not understood. You **do not** receive any points for WC attendance unless you attend for the **full 22.5 hours** and **meet with tutor/instructor for each essay**.

## **Class Policies**

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

**Attendance is mandatory.** Since regular attendance is a critical factor in student success, students at the College of the Redwoods are expected to attend all sessions of each class in which they are enrolled. Census is 2/1/2016. If you are not actively participating (attending both class and the writing center, turning in assignments) in the class as of that date, you will be dropped. If you are still enrolled after the census, you must continue to attend regularly. Students may not miss more than two weeks of class. For instance, our class meets two days a week; therefore, any more than **four** absences for the semester would be considered “excessive.” 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. **The last date to withdraw from a class is 11/4/2016.** Also please note, English 150 may only be repeated 3 times. Both failure and withdrawal count as attempts. If you are not here, you cannot learn. If you are absent, you are still responsible for all work that is assigned (check the syllabus, Canvas, and contact a classmate). To have an excused absence, you must provide an emergency room notice, an accident report, or an excused athletic absence for an away game. Doctor’s visits during class time do NOT count as an excused absence. Plan your appointments when you are not in class.

### **Punctuality**

Class sessions are 85 minutes short, making it particularly important that you arrive on time or early for class. Arriving late is not only rude and unprofessional, but disrupts activities and group exercises. Arriving 10 minutes late and/or leaving 10 minutes early **three** times will count as one absence.

### **Make-up exams**

If you are absent on the day of a reading or grammar quiz, and you don’t have a doctor’s note (medical emergency only), an accident report, or an excused athletic absence for an away game, then you may make up the quiz, but you’ll lose 25% of the grade for your unexcused absence. In other words, be there

on quiz days. It will be your responsibility to contact me to arrange a make-up quiz in the ASC section of the library. (You'll need a photo ID to use the ASC.)

If you do not take a make-up test that I have arranged for you, I will not offer you another.

**Late Work** There is one late coupon and a one-week grace period. I reserve the right to declare that an assignment has passed its usefulness.

**Academic Decorum** Cell phone use is strictly prohibited in the classroom. Please turn off the ringers and vibrate mode; they are distracting to you, your peers, and me. Any and all cell phone use, including text messaging is not allowed. Students fiddling with their phones will be asked to leave class and marked with an absence. Student Conduct: 8. *Unauthorized use of cell phones, pagers, and other communication devices in all instructional areas and Library, including all labs and classrooms during instructional sessions* (2009-20210 Catalogue, page 133). After a verbal or written notice and giving the student an opportunity to respond, *any faculty member may, for good cause, order a student removed from his or her class for the day of the removal and the next class meeting* (Education Code 76032). Digital devices of any and all kinds are not permitted. Any type of disruption of the class and the learning process is not permitted.

### **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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Students are expected to observe the school policy on cheating and plagiarism, also discussed in detail on pages 13 – 18 in the Course Packet. NOTE: The syllabus is a contract between instructor and student. If you choose to remain in this class, you are agreeing to abide by the class policies as outlined above.

### **Special Accommodations**

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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.

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- 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.)

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### **An Invitation**

Writing is a process, constantly changing and evolving, as is your education. For one to succeed, it is important for you to think carefully about your education and become more reflective about it. I feel that the best way to become involved in this process is to get to know your teachers and to work with your colleagues. Please, don't fall behind. If you fear this may be happening, contact me. Don't wait until it is too late. Figure out a schedule (say 2-3 hours a day for six days) and stick to it. **The last day to drop this class is November 4, 2016.** If you do not have a C (700pts = 70%) by this time, I will urge you to drop this course. You will be required to keep track of all points accrued during this course on a scoring grid given to you in the second week of classes. This is an intense and very involved class that requires a lot of discipline from you. If you ask me, I will offer plenty of extra help. I look forward to getting to know each of you better and to seeing all of you succeed! Welcome and good luck!

### **Final Note**

This syllabus may be subject to change during the course of the semester.



## English 150 Course Schedule/Fall 2016

\*This is a fluid, living document: Due dates and activities are subject to change. These changes will be announced in class.

### Week 1

- T 8/30 Course Introduction, Active Reading  
Buy course materials: *A Pocket Style Manual*, 7<sup>th</sup> ed. w/ *MLA 2016*, Course Packet, *They Say, I Say* 3<sup>rd</sup> edition
- Th 9/1 “Brainology” article (on CANVAS), Course Packet (CP) 15-21, Questions at Issue, Writing Center Tour, draft Educational Autobiography

### Week 2 WC Hours 1.5

- T 9/6 Educational Autobiography due—post to Canvas; *They Say, I Say* (TSIS) Ch12 “I Take Your Point” (163-166); *Money Changes Everything* (MCE) – Chapter 1 Can We Buy Happiness? readings
- Th 9/8 TSIS Ch 14 “What Motivates Writers” 173-183; annotate and bring to class; MCE Chapter 1 readings

### Week 3

- T 9/13 MCE Chapter 2 How Does Money Shape Relationships? readings
- Th 9/15 TSIS Intro and Ch 1 “Starting with What Others Are Saying” (1-29); MCE Chapter 2 readings

### Week 4 WC Accumulated Hours 4.5

- T 9/20 TSIS Chapter 2 “The Art of Summarizing” 30-41; MCE Chapter 2 readings; introduction to Essay 1
- W 9/21 Thesis statement must be posted to Canvas for approval (5pts)
- Th 9/22 LRC 103 – workshop; MCE “

### Week 5

- T 9/27 TSIS Ch 3 Quoting (42-51) ; TED talk—; *MCE* Chapter 3 readings
- Th 9/29 *TSIS* Ch 4 Responding (55-67); Response Group draft due (bring 2 copies)

### Week 6 WC Accumulated Hours 7.5

- T 10/4 *TSIS C19* (539-541); *MCE* Chapter 3 readings ; Writing Center conference due this week (substantial revision required before turning in final draft)
- Th 10/6 *TSIS* Chapter 5 “Distinguishing What You Say” (68-77); *MCE* Chapter 3 readings

### Week 7

- T 10/11 Inequality for All movie
- Th 10/13 Inequality for All movie; Essay 1 due

### Week 8 WC Accumulated Hours 10.5

- T 10/18 Intro to Essay 2; *TSIS* Ch6 “NaySayers” (78-91); *MCE* readings
- W 10/19 Post thesis statement to Canvas for approval
- Th 10/20 Planning Worksheet in class; *MCE* readings

### Week 9

T 10/25      *TSIS* Ch 8 Transitions (105-120); Essay 2 Response Groups  
Th 10/27      Meet in LRC 103 – work on introduction – response group

Week 10 WC Accumulated Hours 13.5

Writing Center Conference due this week

T 11/1      *TSIS* Ch 10 Metacommentary (129-138); *MCE* readings  
Th 11/3      *MCE* readings

Week 11

T 11/8      Essay 2 due; Essay 3 Introduction  
Th 11/10      *MCE* readings; Thesis approval

Week 12 WC Accumulated Hours 16.5

T 11/15      Planning Worksheet  
Th 11/17      LRC 103—writing workshop

Week 13

T 11/22      Response Group – Draft of essay 3 due (bring 2 copies); Writing Center conference due by 11/30: must have extensive revision

Th 11/24      Thanksgiving Day – no class

Week 14 WC Accumulated Hours 19 hours

T 11/29      *TSIS* Ch11 Revision Templates (139-159); Essay 4 – Summative essay assignment given  
Th 12/1      Essay #3 due; Bring in Essay 1 & 2; Revision discussion

Week 15 WC Accumulated Hours 21

T 12/6      Response Groups  
Th 12/8      Revision Workshop – Cover Letter

Week 16 WC Accumulated Hours 22.5

Th 12/15      E0516 -- Reading Final from 1:00 – 3:00pm in HU 114