

Syllabus for ENGL-102– Del Norte Education Center

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| Semester & Year | Spring 2017 | |
| Course ID and Section # | ENGL 102 D1230 | |
| 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 (class) and DM 2 (lab) | |
| 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>Outliers</i> by Malcolm Gladwell, Back Bay Books, ISBN#: 978-0-316-01792-3 <i>The St. Martin's Handbook, Eighth Edition</i> by Andrea A. Lunsford, ISBN-13: 978-1457667268 <p>Please do NOT buy e-books for this class. You will need the hard copy editions. Bring your books to class each day.</p> |

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

Course Description

English 102 is a course where students use critical reading strategies to analyze issues and claims presented in visual, oral, or written arguments and write essays based on those issues. This course consists of 4 units of lecture and .5 units of lab.

Student Learning Outcomes

- Critically read and respond to argumentative texts
- Develop thesis-driven, well-supported, organized essays
- 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.

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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 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

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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.

*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? 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. But, 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 can 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 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 you will do much of it outside of class or lab time. 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. **Arrive on time.** Class usually begins 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 arrive on time—and that those who are punctual are rewarded.
2. **Attend regularly.** If you miss class for any reason, 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. Remember, it is your job, not mine, to catch up. Here, you are in charge of your learning—and the extent of your success.
3. **Be prepared.** Have homework completed on time. Bring your books, handouts, and materials with you each day. Save all graded work in a folder, including

your essays. If you are not prepared for class, “fess up” when asked and observe group activities rather than participate so you do not slow the group down or frustrate other group members.

4. **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 and put it out of sight. Avoid side-conversations. In class, do not use a laptop or tablet without permission. In lab, do only work for our class. If you must leave class or lab, do so without disrupting our work. You don’t need to ask permission.

If for some reason you aren’t prepared, engaged or focused, I may ask you to leave class or lab in order to protect the learning environment and the other students who are working hard. If this happens, please visit me in my office before returning to the next class or lab so we can talk about it.

Grades

Grades will be updated weekly so you can check your progress on our class’s *Canvas* site. Please let me know if you see an error on my part. Errors discovered after finals week cannot be fixed.

This is a Pass/No Pass class. Students must receive 70% overall to pass. There are no letter grades. There is no extra credit.

Prep Work & Reflection (25% of course grade)

Learning to read carefully and critically is essential for engaging class discussions and your overall success in college. Expect to take **notes** on each reading as you answer critical questions. I do sometimes check and give credit for complete notes. Expect **quizzes** after reading assignments and before class discussion. In lab (and sometimes in class), I will assign **writing 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. All these assignments are counted in the “Prep Work and Reflection” category.

Formal Essays and Portfolio (75%)

You will write four formal essays in this class, each demonstrating your developing reading, thinking and writing skills. Essays will be worth an ever-increasing percentage of your grade as the course goes on. Clear directions and expectations about the quality of the work will be given to you in advance in a handout.

- **Essay 1: “Say Back” Report** (650+ words/10% of course grade)
- **Essay 2: Argumentative Essay** (700+words/15% of course grade)
- **Essay 3: Argumentative Synthesis** (750+ words/25% of course grade)
- **Essay 4: Argumentative Synthesis** (800+words/25% of course grade)

Essays can be turned in late without penalty if you arrange with me in advance of the deadline. Unexcused late essays will lose 5 points per day, every day and will not be graded after a week.

All essays must be turned in via hard copy, either to me personally or to my box in the office. These are the copies I grade. Essays must also be submitted electronically to *Turnitin.com* which checks for possible plagiarism.

If you turn in Essays 1, 2, or 3 on time but you don't pass, you will have an opportunity to rewrite for a change in grade. Rewrites can receive up to 28/40 (70%) and must be resubmitted to me (and to *Turnitin.com*) no more than a week after they were originally returned.

Turnitin.com

Accidental plagiarism is common and *Turnitin.com* can help you by using a proprietary algorithm to compare your words and phrases to those of others in hundreds of databases. The website identifies plagiarism so that we can work together to improve your ability to summarize, paraphrase, and quote accurately.

Directions for Using *Turnitin.com*:

Go to www.turnitin.com and **Create Account** in the upper right corner of the screen. Follow the directions to create your **User Profile**. Carefully record your personal username and password, as you will be the only one with access to it. If you have a previous account from another class, you can login using your already existing account. If you can't remember your username and password from there, you may have to create a new account with a different e-mail.

Add our class. You will need the class ID and an enrollment password. English 102 students class ID is **14394615**. Your enrollment password (case sensitive) is **Rhodes**.

Submit a paper by finding the correct assignment number (Essay 1, for example). Click the submit button. The paper submission page will open. Click the *browse* button and locate the paper on your computer. If you are in the lab, it is probably located on your flash drive. Enter a title and select a file. Click *submit* to upload your paper. You can also cut and paste your paper if it is in a format that the program does not accept. The paper you chose to submit will be shown on the next page. Look over all the information and make sure that it is correct. Don't worry about format changes; I'm grading your hard copy. To confirm the submission, click the **Submit Paper** button. After you confirm your submission, a digital receipt will be shown and a copy of this receipt will be e-mailed to you. To return to your portfolio and view your submission, click the portfolio button.

| Week | <p align="center">Schedule for English 102, Spring 2017 Quiz and Discussion readings should be completed by the date listed Activity readings will be completed in class SMH=St. Martin's Handbook</p> |
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| January 16 17 18 19 | MLK Holiday – No Class Course Introduction and Team Building Writing Activity 1: Educational Biography / The Grit Scale Lecture and Activity: Critical Reading Notes and “The Power of Passion and Perseverance” (<i>SMH</i> 7a-c) |
| | 23 Quiz and Discussion: “The Limitations of Teaching Grit” 24 Lecture and Activity: Critical Reading Notes and “Brainology” 25 Writing Activity 2: Notetaking 26 Quiz and Discussion: “The Limitations of Mindset” |
| 30 31 February 1 2 | Quiz and Discussion “The Roseto Mystery” in <i>Outliers</i> / Census Day Lecture and Activity: Summary, Paraphrase, Quotation (<i>SMH</i> 13a-d) Writing Activity 3: Summary, Paraphrase & Quotation Practice No class / Instructor at Conference |
| 6 7 8 9 | No class / Instructor at Conference Lecture and Activity: “They Say” Structures/ Prewriting (<i>SMH</i> 3a-f) Essay 1: Drafting Essay 1 Self-evaluation and Revision (<i>SMH</i> 4a) |
| 13 14 15 16 | Lecture and Activity: Questions at Issue in “Outliers: Extended Families, Better Health Outcomes” / Essay 1 Due Lecture and Activity: Troubleshooting Your Writing (<i>SMH</i> Top 20) Writing Activity 4: Notetaking Quiz and Discussion on “The Matthew Effect” (<i>Outliers</i>) |
| 20 21 22 23 | Presidents’ Day – No Class Quiz and Discussion: “The 10,000 Hour Rule” (<i>Outliers</i>) Writing Activity 5: Essay 1 Rewrite / Reflection Lecture and Activity: “Are Tablet Computers Hurting Our Children?” |
| 27 28 March 1 2 | Quiz and Discussion on “The Trouble with Geniuses, Part I” (<i>Outliers</i>) Lecture and Activity: Responding to Questions at Issue (<i>SMH</i> 9a-k) Writing Activity 6: Finding Questions at Issue Lecture and Activity: They Say, I Say Structures |
| 6 7 8 9 | Quiz and Discussion on “The Trouble with Geniuses, Part II” (<i>Outliers</i>) Lecture and Activity: “It’s True: Success Succeeds and Advantages Can Help” Essay 2 Drafting Essay 2 Self-Evaluation and Revision |

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| March 13-18 | Spring Break – No Class |
| March 20 21 22 23 | Lecture and Activity: Synthesis / Essay 2 Due Quiz and Discussion on “The Three Lessons of Joe Flom” Writing Activity 7: “They Say” and the Explanatory Synthesis Lecture and Activity: The Top Twenty Revisited (<i>SMH</i> Top 20) |
| 27 28 29 30 | Quiz and Discussion: “Ethnic Theory of Plane Crashes” (<i>Outliers</i>) Lecture and Activity: Writing Arguments (<i>SMH</i> 8a-c) Writing Activity 8: Essay 2 Rewrite / Reflection Lecture and Activity: Counterargument and “Culturalism” |
| April 3 4 5 6 | Quiz and Discussion: “Rice Paddies and Math Tests” (<i>Outliers</i>) Lecture and Activity: The Top Twenty Revisited (<i>SMH</i> Top 20) Writing Activity 9: The Top Twenty Lecture and Activity: Argumentative Synthesis |
| 10 11 12 13 | Quiz and Discussion: “Marita’s Bargain” (<i>Outliers</i>) Prewriting for Essay 3 (<i>SMH</i> 3a-f revisited) Essay 3 Drafting Essay 3 Self-Evaluation and Revision |
| 17 18 19 20 | Instructor Personal Day: No Class Instructor Personal Day: No Class Library Activity 9: Selecting Sources / Essay 3 Due Lecture and Activity: Excerpts from <i>Between the World and Me</i> |
| 24 25 26 27 | Lecture and Activity: Excerpts from <i>Mindset</i> Lecture and Activity: Acknowledging Sources and Avoiding Plagiarism (<i>SMH</i> 14a-f) Essay 4 Prewriting and Drafting Lecture and Activity: Integrating Sources (<i>SMH</i> 13a-f) |
| May 1 2 3 4 | Lecture and Activity: MLA Citations Review (<i>SMH</i> 32a-e) Lecture and Activity: TBA Essay 4 Drafting and Revising Essay 4 Self-Evaluation and Revision |
| Mon., May 8 | Essay 4 Due / Final Class Meeting / Course Evaluation Activity |

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