

<b>Syllabus for Engl. 102: Accelerated Precollegiate Reading and Writing</b> Eureka Campus		
<b>Semester &amp; Year</b>	Spring 2017	
<b>Course ID and Section #</b>	Engl 102-E1323	
<b>Instructor's Name</b>	Deborah Gerth	
<b>Day/Time</b>	T/TH 10:45 AM-12:50 PM	
<b>Location</b>	HU 106	
<b>Number of Credits/Units</b>	4.5	
<b>Contact Information</b>	<i>"Office" location</i>	LRC corridor
	<i>Conference hours</i>	TU 3:00-3:30 PM; TH 10:00-10:30 AM
	<i>Phone number</i>	None
	<i>Email address</i>	deborah-gerth@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	<i>How Children Succeed</i>
	<i>Author</i>	Paul Tough
	<i>ISBN</i>	978-0-547-56465-4
	<i>Title &amp; Edition</i>	<i>Easy Writer</i> , 6 <sup>th</sup> ed. with Launchpad Solo
	<i>Author</i>	Andrea Lunsford
	<i>ISBN</i>	978-1-319-11020-8
<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. This course is designed for students who have placed into ENGL 350 but want the increased challenge of moving through the pre-collegiate preparation in a rigorous, intensive, single-semester class.</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>What You Need to Succeed</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> The 2 textbooks listed above</li> <li><input type="checkbox"/> A third text you will choose and purchase later in the semester</li> <li><input type="checkbox"/> A binder with dividers and paper to keep your work organized</li> <li><input type="checkbox"/> A folder for turning in work</li> <li><input type="checkbox"/> Pencil and highlighter</li> <li><input type="checkbox"/> Access to word processing software like Microsoft Office (free to students)</li> <li><input type="checkbox"/> Regular access to the internet and Canvas, either at home or on campus</li> <li><input type="checkbox"/> Recommended: a weekly planner (not a monthly calendar)</li> <li><input type="checkbox"/> Engagement, effort, and persistence. If you "buy in" to the course, work hard on the assignments, and work through the obstacles instead of giving up, you can succeed. The skills we are learning may be difficult, but they are in fact <i>learnable</i> skills, not mysterious talents possessed only by a lucky few. If you work hard and use the class's support systems, you can do this.</li> </ul>		

### **Grading**

English 102 is a Credit/No Credit course and there are no letter grades. Instead, you will demonstrate proficiency in the reading and writing assignments and class participation to receive credit for the course. Your work will be evaluated with these scores:

- High Pass (exceeds expectations)
- Pass (meets expectations)
- Not Yet Passing (does not meet expectations; needs revision)

You should check Canvas frequently for an estimate of your progress and "grade." However, since your grade is mostly determined by your final portfolio, your Canvas grade is only an estimate.

### **Participation**

Participation is more than just a body in a chair: it includes your preparation for each class session, active engagement with in-class activities, and professionalism. This class is an active learning community and your participation is highly valued! *Even if you pass many of your graded assignments, you will not receive credit for the course if your participation score is Does Not Meet Expectations. Passing Participation is required to pass this course.*

You earn your participation point for each class when you can check EVERY box in this list:

- Attendance during 100% of the class session (if you're more than a few minutes late you lose your point!)
- Engaged participation in ALL of the activities during the class session
- Preparation, including bringing your books and materials to class and completing all readings and assignments by the due date. (Since unprepared students are a drag on collaborative work, they will need to "fess up" and work on their own to catch up while groups are working.)

Completion of your lab hours in the Writing Center (23 hours) is also part of your participation grade.

### **Reading**

Your progress in reading will be evaluated from class activities, reading journals, and reading quizzes. You need to complete each reading journal and reading quiz to pass the course, and you need to pass (Meets Expectations) at least 3 reading quizzes.

### **Writing**

Your progress in writing will be evaluated from your essays. You need to complete each of the 5 essay assignments to pass the course, and to pass (Meets Expectations) at least 2 of the 3 graded portfolio essays. You will have the opportunity to revise essays that are not yet passing.

### **Portfolio**

At the end of the semester, you will submit a portfolio of your reading quizzes and essays from throughout the term. A passing (Meets Expectations) portfolio is required to receive credit for the course.

**Final Exam**

The final will be essay questions that reflect on the reading and writing processes you learned this semester. You need to pass the final (Meets Expectations) to pass the course. Students with perfect attendance are excused from the final exam and receive an automatic pass.

**Lab**

Your lab time will be spent in the Writing Center. This is an opportunity to complete homework and reading assignments, to meet with tutors when you need help, and to access computers and Canvas. Most weeks I will give you a specific assignment to complete during lab. You must complete these assignments and log in 23 hours in the Writing Center to pass (Meet Expectations) this part of the course.

**Attendance**

Attendance is required since you cannot be learning if you are not here, and you *always* miss something when you're absent. We do not waste class time—every minute is focused on building your critical reading and writing skills. So you are expected to attend all sessions of each class on time. Just as you would with a job, *you* must take responsibility for your absences and the assignments and learning you miss. According to English Department policy, you may not miss more than 4 class sessions. Only absences for official college activities are considered excused. See me right away if you expect to be absent; I can often assist you if attendance is becoming an issue, but you must communicate with me to get that support. If you exceed 4 absences before Week 11, you may be dropped from the course.

Students with perfect attendance are excused from the final exam and receive an automatic pass.

**Late Work**

In English 102 I plan your assignments carefully to build your skills one step at a time. This means you need to follow the class schedule with on-time assignments, and I would do you no favors by allowing you to fall behind with late work. For this reason I will not accept your late work unless it is submitted with a late pass within 24 hours of the due date. I give you 5 late-work passes for the semester—use them wisely. Late passes cannot be used for essay drafts.

**Learning Environment**

Every student is entitled to a learning environment that is positive, safe, and engaging. Every student is also responsible to help *create* that positive environment. You will do that by arriving on time, being prepared with books and homework assignments, staying on-task (including putting away electronic devices and food), ALWAYS treating other students with respect, and *faking* a positive attitude on the days you don't really have one. Students who disrupt teaching and learning will leave the classroom.

**Need extra help?**

Peer tutors and instructors are always working in the Writing Center when you are there; take advantage of their help. Tutoring is also available in the Academic Support Center. I am also available during my conference hours to talk about your work and trouble-shoot problems. At CR, all campus tutoring is free.

## Syllabus for Engl. 102: Accelerated Precollegiate Reading and Writing Eureka Campus

### 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 707-476-4280.

### 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/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.

***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.***

## Schedule for English 102

Spring 2017

<b>Essential Question: How can the children of Humboldt County be more successful?</b>		
Week	Themes and Skills	Readings and Essays
<b>Week 1</b> <b>Jan. 16</b>	<ul style="list-style-type: none"> <li>• Introductions and syllabus</li> <li>• Mindful reading</li> <li>• Growth mindset</li> </ul>	<ul style="list-style-type: none"> <li>• “Brainology” (Dweck)</li> </ul>
<b>Week 2</b> <b>Jan. 23</b>	<ul style="list-style-type: none"> <li>• Mindful reading</li> <li>• College writing conventions</li> <li>• College success issues</li> <li>• Personal education histories</li> </ul>	<ul style="list-style-type: none"> <li>• <i>College Fear Factor</i> (Cox)</li> <li>• <b>Educational autobiography essay</b></li> </ul>
<b>Week 3</b> <b>Jan. 30</b>	<ul style="list-style-type: none"> <li>• Mindful reading</li> <li>• Children in Humboldt County</li> <li>• Metacognitive reading journal</li> </ul>	<ul style="list-style-type: none"> <li>• <i>How Children Succeed</i> (Tough) Intro. chapter</li> </ul>
<b>Week 4</b> <b>Feb. 6</b>	<ul style="list-style-type: none"> <li>• Mindful reading</li> <li>• Early childhood development issues</li> <li>• Nature vs. nurture</li> <li>• Writing process</li> <li>• Critical voice and documentation</li> </ul>	<ul style="list-style-type: none"> <li>• <i>HCS</i> Chapter 1</li> <li>• <i>The Nurture Assumption</i> (Harris) and other readings</li> <li>• <b>Portfolio Essay #1</b></li> </ul>
<b>Week 5</b> <b>Feb. 13</b>		
<b>Week 6</b> <b>Feb. 20</b>	<ul style="list-style-type: none"> <li>• Character and non-cognitive skills</li> <li>• Social context and code-switching</li> <li>• Critical voice</li> <li>• Sentence errors</li> </ul>	<ul style="list-style-type: none"> <li>• <i>HCS</i> Chapter 2</li> </ul>
<b>Week 7</b> <b>Feb. 27</b>		
<b>Week 8</b> <b>March 6**</b>	<ul style="list-style-type: none"> <li>• Metacognition and practice</li> <li>• List of works cited</li> <li>• Introduce portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• <i>HCS</i> Chapter 3</li> <li>• “The Last Thing You’ll Memorize” (Pogue) and other readings</li> <li>• Video: <i>The Address</i></li> <li>• <b>Portfolio Essay #2</b></li> </ul>
<b>Week 9</b> <b>March 20</b>		

\*\*Spring break follows this week.

Week	Themes and Skills	Readings and Essays
<b>Week 10</b> <b>March 27</b>	<ul style="list-style-type: none"> <li>• Introduce and select Book Club books</li> <li>• College success</li> </ul>	<ul style="list-style-type: none"> <li>• <i>HCS</i> Chapter 4</li> </ul>
<b>Week 11</b> <b>April 3</b>	<ul style="list-style-type: none"> <li>• Children in Humboldt County</li> </ul>	<ul style="list-style-type: none"> <li>• <i>HCS</i> Chapter 5</li> <li>• “No Child Left Behind as an Anti-Poverty Measure” (Anyon) and other readings</li> <li>• <b>Portfolio Essay #3</b></li> </ul>
<b>Week 12</b> <b>April 10</b>		
<b>Week 13</b> <b>April 17</b>	<ul style="list-style-type: none"> <li>• Book Club group work</li> </ul>	<ul style="list-style-type: none"> <li>• Book Club reading selections</li> <li>• <b>Portfolio Essay #4</b></li> <li>• <b>Final Portfolio due</b> _____</li> </ul>
<b>Week 14</b> <b>April 24</b>		
<b>Week 15</b> <b>May 1</b>		
<b>Finals Week</b> <b>May 8</b>	<ul style="list-style-type: none"> <li>• Final essay exam on _____ in room _____.</li> </ul>	

The syllabus and schedule are subject to change.