

<b>Syllabus for English 150: Precollegiate Reading &amp; Writing – Eureka Campus</b>		
<b>Semester &amp; Year</b>	Spring 2017	
<b>Course ID and Section #</b>	ENGL-150-E1333 (#041333)	
<b>Instructor's Name</b>	Mary Sue Prangley	
<b>Day/Time</b>	T-TH 10:05-11:30 am	
<b>Location</b>	HU217	
<b>Number of Credits/Units</b>	3.5 units	
<b>Contact Information</b>	<i>Office location</i>	HU121
	<i>Office hours</i>	Thu. 12:30-1:10 and 4:20-4:40
	<i>Phone number</i>	
	<i>Email address</i>	marysue-prangley@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	<i>They Say / I Say w/readings 3<sup>rd</sup> Edition (Gerald Graff &amp; Cathy Birkenstein)</i> <i>Into the Wild (Jon Krakauer)</i> <i>Pocket Style Manual 2016 MLA Update Edition 7<sup>th</sup> edition (Diana Hacker)</i>
	<i>Author</i>	See above
	<i>ISBN</i>	
<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>		

**Syllabus for English 150: Precollegiate Reading & 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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and scroll to AP 5500. 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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500. 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.

**Syllabus for English 150: Precollegiate Reading & Writing – Eureka Campus****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/aboutcr/Eureka-Map>; choose the evacuation map option). For more information on Public Safety, go to <http://www.redwoods.edu/publicsafety>. 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.*

Spr 2017

College of the Redwoods

## English 150: Pre-collegiate Reading & Writing

Classroom: HU217

#041333

T-Th 10:05 – 11:30 am

**Instructor:** *Mary Sue Prangley*

**E-Mail:** *marysue-prangley@redwoods.edu*

**Writing Center:** Tue. 11:40 am–1:05 pm & Tue. 2:50-4:15 pm & Thu. 2:50–4:15 pm

**Office Hours:** Thu., 12:30 - 1:10 & 4:20 - 4:40 in HU121

**Prerequisite:** ENGL 350 (or equivalent) with a “C” grade or better, or assessment recommendation for ENGL 150. **You may need to provide evidence of eligibility.**

### Required Texts & Materials:

- *They Say / I Say w/readings 3<sup>rd</sup> Edition* (Gerald Graff & Cathy Birkenstein)
- *Into the Wild* by Jon Krakauer
- *Pocket Style Manual 2016 MLA Update Edition* (7<sup>th</sup> edition, Diana Hacker)
- Regular access to a printer
- Regular access to a computer and the Internet
- An email account (that you check daily)
- Pens/pencils and plenty of writing paper (expect to need writing materials *every* class)
- 2 green books (exam booklets)
- 4 pocket folders
- A flash drive (or some other means of backing-up your work)

### Course Overview:

• **Course Description/Goals:** Welcome to English 150! This course will require much from you, yet it offers much in return. English 150 is a rigorous, comprehensive course designed to develop your critical thinking, reading, and writing skills and thereby prepare you for English 1A. You’ll be doing an extensive amount of reading, writing, and discussing for this class. The potential benefits, though, are worth your efforts. Engaging in activities such as reading and analyzing complex texts, developing written analytical arguments—as well as participating in intellectual class discussions and peer group activities—sharpens the critical thinking skills that will serve you well both in college and in your life beyond the classroom.

## Course Requirements:

- ❖ **3 Major Essays (10% each=30% of the grade):** You will write three short (3-4 page) out-of-class essays during the semester. MLA formatting and documentation are required for all essays. All essays are to be typed using a standard 12-point font and double-spaced. I accept hard copies only. You may e-mail me a copy of an assignment if you're absent on the day it's due (to show you've completed it), but you will not receive credit for it until you've turned in a hard copy version when you come back to class. (See Deadline & Make-up Policy section for more details.)

You will need to maintain a working portfolio (in a pocket folder) for each major essay. The working portfolio is comprised of *all* writing pertaining to the paper, including a final, polished draft, all notes, prewriting, earlier drafts, peer feedback, conference notes, & so forth. In other words, *save everything*. In order to receive full credit for a major essay, you must submit it on the due date in a working portfolio containing all the required documents. **Note: I do not accept essays without a working portfolio.**

- ❖ **www.turnitin.com:** In addition to the stapled, hard copies of each of your essays that you submit, you will also submit electronically each of your essays to www.turnitin.com via Canvas. At the end of the semester, the recorded grades for any essays that have not been submitted to turnitin.com will be deleted from the gradebook and you will receive a "zero" for the essay.
- ❖ **Summative Writing Project (20% of the grade):** This class culminates with a final writing project. For this project, you will revise and expand one of your shorter major papers into a four-to-five-page essay. As with the shorter essays, this summative writing project also requires that you maintain a working portfolio (in a pocket folder). The working portfolio is comprised of *all* writing pertaining to this project.
- ❖ **Discovery Draft & WC Conference for Summative Writing Project (2% of the grade)**
- ❖ **Midterm Formal In-Class Writing (5% of the grade)**
- ❖ **Final Reading Exam (5% of the grade)**
- ❖ **Peer Review for 3 Major Essays & Summative Writing Project (4% of the grade)**
- ❖ **3 Grammar Workshops (3% of the grade)**

- ❖ **Writing Center Attendance (22.5 hrs.) (10% of the grade):** Complete your hours in the Writing Center weekly. If you get behind in your hours, it means extra time in the WC in subsequent weeks. Eventually, students reach the point where it is impossible to make up all the hours. Remember the Writing Center is all or nothing, pass or fail. 22.5 hours plus 3 writing conferences must be completed in order to get credit. The Writing Center component is worth 10% of your grade—this can make a significant difference to your final outcome.
  
- ❖ **Homework & In Class Writing (13% of the grade):** A major portion of in-class writing will be in the form of quick writes (QWs). Only students who bring an annotated hard copy of the reading will be able to take that day's quick write (QW). **Note: readings accessed via smartphone or other electronic devices are not hard copies.** A hard copy is a printed paper version of a reading (e.g. paper copy of a reading from Canvas, *They Say I Say* textbook, etc.).
  
- ❖ **Attendance & Engaged Participation in Class Activities, Online Posts, Peer Group Exercises, and Whole Class Discussions (8% of the grade):** (see Attendance & Participation section for more details)
  
- ❖ **Formatting Assignments:** All writing (other than in-class) must be typed using a standard 12-point font and double-spaced, the pages formatted with one inch margins. Staple pages together.
  
- ❖ **Deadline & Make-Up Policies:** As a general rule, I do not accept late work. Any exception to this rule will be determined on a case-by-case basis. All assignments must be turned in on the date they are due to receive credit. As noted in other sections, though, if you are absent, you may email me a copy of your homework by the start of class on the day it is due (**followed by a paper copy turned in to me when you return to class**) to receive credit.

**Grading:** Essays will be graded according to their corresponding feedback sheets. I use letter grade and grade points for all assignments.

There are a total of 500 points available for this course. Final grades will be based on the following scale: A (470-500), A- (450-469), B+ (435-449), B (415-434), B- (400-414), C+ (385-399), C (365-384), C- (350-364), D (300-349).

### Grade Breakdown:

1) 3 Major Essays (in working portfolios)	30% (150 pts.)
2) Summative Writing Project (in working portfolio)	20% (100 pts.)
3) Discovery Draft & WC Conference	2% (10 pts.)
4) Midterm Formal In-Class Write	5% (25 pts.)
5) Final Reading Exam	5% (25 pts.)
6) 4 Peer Review Sessions	4% (20 pts.)
7) 3 Grammar Workshops	3% (15 pts.)
8) Writing Center	10% (50 pts.)
9) Homework & In Class Writing	13% (65 pts.)
10) Class Discussion & Participation	8% (40 pts.)

### Attendance and Participation Policies:

Since much of this class revolves around our discussions, you will need to be in class every day, on time, and prepared to engage in the day's activities. Please note that I will be taking attendance (in one form or another) *every* class period. I will also be keeping track of individual participation in group discussions and activities. (Grades are influenced by the level of participation in class.) Being late to class also affects your grade.

It is imperative that you come to class on time and prepared to actively participate. Lateness, lack of preparation, and inattentiveness will not only affect *your* ability to succeed in this course, it will also have an effect on the functioning of the class *as a whole*. Please keep this in mind.

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

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.

**Before Census (Week 3): Be aware that if you've missed multiple classes and/or have not been turning in work, your name may be cleared from the class roster following Friday of Week 3 (Census Week). If you find yourself in this boat, come and talk to me about your situation as soon as possible.**

### **Academic Honesty Policy:**

Plagiarism is a serious offence which can result in failing English 150. Turning in a paper you got off the internet is a blatant form of plagiarism, but submitting a paper which contains a paragraph, sentence, or even a phrase from someone else without including proper documentation is also considered an act of plagiarism. We will be talking as a class about acceptable ways of including the words of others in your writing. Even so, if you ever have any questions about whether or not you may be plagiarizing something in your writing, please come see me *before* you turn in your paper, so we can avoid any potential misunderstandings about what your intentions may have been.

**Academic Misconduct:** The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500.

### **Special Accommodations:**

Persons who wish to request disability-related accommodations should contact Disabled Student Programs and Services. Some accommodations may take up to several weeks to arrange. **Please see me as soon as possible if you would like help arranging accommodations. Your success in this class is my main consideration. I will be pleased to help in whatever way I can.**

**The instructor reserves the right to add, delete, or revise sections of this course or syllabus. Changes will be announced on Canvas and in class.**

## Calendar English 150 Spring 2017

<b>Tuesday</b>	<b>Thursday</b>
<p>Week 1 Jan 17</p> <p>Introduction to the course &amp; in-class writing &amp; activities.</p>	<p>Jan 19</p> <p>Purchase textbooks from the bookstore. Read syllabus &amp; jot down questions (to discuss in class). Print &amp; bring to class Martin Luther King Jr.'s "Letter from Birmingham Jail" (located on Canvas).</p>
<p>Week 2 Jan 24</p> <p>Finish reading &amp; annotating Martin Luther King Jr.'s "Letter from Birmingham Jail" (located on Canvas). Be sure to employ active reading strategies.</p> <p>Remember, you don't have to use all the strategies. Focus mainly on adding comments &amp; questions in the margins, defining key terms, &amp; highlighting (or underlining) main ideas in paragraphs. Try to write something in the margins for EACH paragraph.</p>	<p>Jan 26</p> <p>Read Introduction &amp; Ch. 1 (on "Entering the Conversation" &amp; "Starting with What Others Are Saying) (1-29) in <i>They Say/I Say</i> (TSIS).</p>
<p>Week 3 Jan 31</p> <p>Read Ch. 2 (on summarizing) (30-41) in <i>TSIS</i>.</p>	<p>Feb 02</p> <p>Read &amp; annotate "Junking Junk Food" (located on Canvas).</p>
<p>Week 4 Feb 07</p> <p>Read &amp; annotate "Escape from the Western Diet" (420-7) in <i>TSIS</i>.</p>	<p>Feb 09</p> <p>Read Ch. 3 (on quoting) (42-51) in <i>TSIS</i>.</p>
<p>Week 5 Feb 14</p> <p>Read &amp; annotate "Can Eating Junk Food Really Be an Addiction?" (located on Canvas).</p> <p><b>Summary Paragraph due</b></p>	<p>Feb 16</p> <p>Read Ch. 4 (on agreeing, disagreeing, &amp; agreeing—but with a difference) (55-67) in <i>TSIS</i>.</p> <p>In <i>Pocket</i>, read section 29a-29d (On Supporting a Thesis) Read "Six Step Thesis Formation" handout (located on Canvas).</p>
<p>Week 6 Feb 21</p> <p>Read &amp; annotate "The New Liberal Arts" (226-32) &amp; "Two Years are Better than Four" (255-8) in <i>TSIS</i>.</p>	<p>Feb 23</p> <p>Read Ch. 8 (on transitions) (105-120) in <i>TSIS</i>.</p> <p><b>Peer Review #1: bring one complete copy of current draft of Essay #1</b></p>

<b>Tuesday</b>	<b>Thursday</b>
<p>Week 7 Feb 28 Read &amp; annotate Dweck's "Brainology" (located on Canvas).</p> <p>Read Introductions &amp; Conclusions handout (located on Canvas)</p> <p>Read Ch. 5 (on distinguishing what you say from what they say) (68-77) in <i>TSIS</i>.</p>	<p>Mar 02</p> <p>Read &amp; annotate "Are Too Many People Going to College?" (222-42) in <i>TSIS</i>.</p> <p><b>Essay #1 (in working portfolio) due</b></p>
<p>Week 8 Mar 07 Read Ch. 6 (on "Naysayers") (78-91) in <i>TSIS</i>.</p> <p>Read &amp; annotate "Blue Collar Brilliance" (243-55) in <i>TSIS</i>.</p> <p style="text-align: center;"><b>SPRING BREAK:</b></p>	<p>Mar 09</p> <p><b>Midterm Formal In-Class Writing</b></p> <p style="text-align: center;"><b>MARCH 13<sup>TH</sup> – MARCH 17<sup>TH</sup></b></p>
<p>Week 9 Mar 21</p> <p>Read Ch. 7 ("So What?") (92-100) in <i>TSIS</i>.</p> <p>Paper Planning Worksheet #1 (handout): Fill in thesis and topic sentences only and bring to today's class.</p> <p>Bring a copy of your current draft (2 pgs.) to class.</p>	<p>Mar 23</p> <p>Read &amp; annotate Jon Krakauer's <i>Into the Wild</i> pp. 1-46</p> <p><b>Peer Review #2: Bring 1 copy of your current draft (2 pgs.) to class.</b></p>
<p>Week 10 Mar 28</p> <p>Read &amp; annotate Jon Krakauer's <i>Into the Wild</i> pp. 47-102</p> <p><b>Grammar Workshop #1</b></p>	<p>Mar 30</p> <p><b>Essay #2 (in working portfolio) due</b></p> <p>NOTE: We will not meet in our classroom today. Rather, we will meet in LRC103. Bring <i>Into the Wild</i> and <i>TSIS</i> to today's class.</p>
<p>Week 11 Apr 04</p> <p>Read &amp; annotate Jon Krakauer's <i>Into the Wild</i> pp. 103-156</p>	<p>Apr 06</p> <p>Read &amp; annotate Jon Krakauer's <i>Into the Wild</i> pp. 157-207.</p> <p>Read &amp; annotate "Philosophical &amp; Unphilosophical Minds" (available on Canvas).</p>

Tuesday	Thursday
Week 12 Apr 11 <b>Inquiry &amp; Research Day: No Class</b>	Apr 13 Read & annotate Tom Whitecloud's "Blue Winds Dancing" (located on Canvas)
Week 13 Apr 18 Bring <i>Into the Wild</i> and <i>TSIS</i> to today's class. <b>Peer Review #3: Print two (2) complete copies of current draft (Essay #3)</b>	Apr 20 <b>Research &amp; Writing Workshop in LRC 103. Do not come to our classroom today. We will meet at the beginning of class in LRC 103.</b> <b>Access to electronic copy of essay materials needed. In other words, BRING A FLASHDRIVE or some other means of accessing &amp; working with Essay #3 &amp; Essay #2 (for grammar workshop #2).</b> <b>Grammar Workshop #2</b>
Week 14 Apr 25 <b>Essay #3 (in working portfolio) due</b> Print Extra Copy of the Final Draft (so you'll have it to consider for the Summative Writing Project) and bring all your essays (in working portfolios) to class. Bring <i>Into the Wild</i> , <i>TSIS</i> , & any other source materials to today's class.	Apr 27 <b>Research &amp; Writing Workshop in LRC 103. Do not come to our classroom today. We will meet at the beginning of class in LRC 103.</b> <b>Access to electronic copy of essay materials needed. In other words, BRING A FLASHDRIVE or some other means of accessing (&amp; working with) the essay you plan to use for your Summative Writing Project.</b> <b>Bring <i>TSIS</i> to today's class as well.</b> <b>Grammar Workshop #3</b>
Week 15 May 02 <b>Bring a copy of your Summative Writing Project (and all essay materials) to today's class.</b> <b>Bring <i>TSIS</i> and <i>Pocket</i> to today's class.</b> <b>Summative Project Peer Review</b>	May 04 <b>Final Reading Exam</b> <b>Note: Today is the last day to turn in Essay #2 revisions.</b>

**Finals Schedule: ENGL-150-E1333 final is Thu May 11 10:45-12:45**  
**ENGL-150-E1334 final is Thu May 11 1:00-3:00**

**Summative Writing Project Due, including the following documents:**

- 1) Final, Polished Draft w/WC conference sheet stapled to it
- 2) Original Final Draft (of essay you revised for the project)