

Syllabus for Precollegiate Reading and Writing – Klamath Trinity Instructional Site		
Semester & Year	Spring 2017	
Course ID and Section #	ENGL-150-K1450	
Instructor's Name	Elizabeth Carlyle	
Day/Time	Monday/Wednesday 3:00-5:20 PM	
Location	HTEC Room 1	
Number of Credits/Units	3.5	
Contact Information	<i>Office location</i>	HTEC Computer Lab
	<i>Office hours</i>	Mondays/ Wednesdays, 11:00-11:30 AM
	<i>Email address</i>	Elizabeth-carlyle@redwoods.edu
Textbook Information	<i>Title & Edition</i>	<i>Salmon is Everything</i>
	<i>Author</i>	Theresa May
	<i>ISBN</i>	978-0-87071-746-8
	<i>Title & Edition</i>	<i>They Say, I Say.</i> 3 rd edition (without readings).
	<i>Author</i>	Graf, Berkenstein, Durst.
	<i>ISBN</i>	978-0-393-61743-6
Course Description		
<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>		
Student Learning Outcomes		
<ol style="list-style-type: none"> 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. 		
Special Accommodations		
<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 Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS at 530-625-4821 Ext 23.</p>		
Academic Support		
<p>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. Contact the CR KT Office for specific information at (530) 625-4821.</p>		
Academic Honesty		
<p>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: http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services. Additional</p>		

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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:

<http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>.

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Emergency Procedures for the Klamath Trinity Instructional Site:

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
 - a. Dial 911 to notify local agency support, such as law enforcement or fire services.
 - b. If safe to do so, notify key administrators, departments, and personnel.
 - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
 - d. Contact Jolene Gates to notify of situation: 530-625-4821
 - e. Contact Hoopa Tribal Education Administration office: 530-625-4413
 - f. Notify Public Safety: 707-476-4111

2. In the event of an emergency, the responsible district employee on scene will:
 - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
 - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
 - c. Close all window curtains.
 - d. Get all inside to safe location; the kitchen area is the best internal location.
 - e. If a police officer or higher official arrives, he or she will assume command.
 - f. Wait until notice of all is clear before unlocking doors.
 - g. If safe to do so, move to the nearest evacuation point outside the building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
 - h. Do not leave the site unless it has been deemed safe by the person in command.

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.

English 150 Toolbox

Required texts and materials:

- *They Say I Say* by Cathy Berkenstein, Gerald Graff, and Russel Durst.
- *Salmon is Everything* by Theresa May with Suzanne Burcell, Kathleen McCovey, and Jean O'Hara.
- Assigned readings in Canvas.
- A binder to organize handouts, assignments and Canvas readings.
- A memory stick or access to cloud storage (Google Drive, Dropbox etc.).
- Microsoft Word (All CR students have free access to Microsoft Office—see your instructor for information).
- Reliable access to the Internet, either at home, or regular use in the computer lab.
- A spiral bound notebook dedicated to this class only.

About this course: The theme of this course is “Humans and the Environment.” Through our readings and written assignments, we critically examine the human relationship with the land. We read a few of the core texts that shaped the field of Environmental Studies and examine our own relationship with the environment. We also read *Salmon is Everything*, a play and series of essays based on the 2002 fish kill on the Trinity and Klamath rivers. We begin, though, with a short module on mindsets and what motivates us to keep learning. This module allows me learn about your educational experiences thus far and share key ideas at the forefront of research on how learners persist and successfully meet goals.

Course Requirements: This course breaks down into 3 sections: Reading, Essays, and Participation. The required assignments are as follows:

Reading: 30% of final grade

3 Reading Quizzes: 10 % (drop lowest score)

Reading Logs (250 words): 15 % of the final grade.

10% is for completing the 10 reading logs written throughout the semester. An additional 5% is given as bonus points at the end of the semester to award for persistence and progress.

2 Group Presentations: 5%

Participation: 20% of final grade

Lab Participation 10 % (at least 22.5 hours)

Discussion Participation 10 %

Essays: 50% of final grade

Essay 1: Educational Autobiography 5 % (600 words)

Essay 2: Supported Response 10% (700 words)

Essay 3: Synthesis 15% (800 words)

Essay 4: Summative 20% (900 words)

Course Workload: This course is 3.5 credits. We meet for 3 hours a week in class, which means you can expect to spend about 6 hours outside of class time reading the texts and writing assignments. We will use some of the lab time for working on assignments, but you will still need to find time outside of these hours to work on your homework (at least 4 hours). I understand that many of you have family commitments and work responsibilities that makes finding time to do homework especially challenging. Please see me early on if you think this will be an issue and we can meet to discuss your options and/or formulate an action plan to help you meet the class requirements.

In addition, successful students in English 150 do the following on a regular basis:

- ✓ Carefully read all written material on our Canvas site: syllabus, assignment due dates, instructions, discussion and contact information.
- ✓ Make note of due dates of assignments and quizzes in the Canvas calendar.
- ✓ Expect glitches and plan for delays by starting assignments early.
- ✓ Communicate effectively and clearly with the instructor and classmates.
- ✓ Are proactive in asking appropriate questions when assignments, concepts or homework solutions are unclear.
- ✓ Set aside specific times each day for studying.
- ✓ Make a "to do" list of the items to complete each week.
- ✓ Create a study environment that helps them excel. A quiet workplace without interruption from roommates or family is necessary for success.
- ✓ Know how to perform basic computer functions (saving and attaching files, creating folders). and navigate the Internet (using search engines, entering passwords).

If any of these things seem challenging for any reason, please let me know as soon as possible. We can work together to figure out a plan of action to help you succeed.

Course and Student Expectations

You can expect the following from this course and me, your instructor:

Expect this course to be challenging and fun. I understand that English may not be your favorite subject. Some of you may not have been in an English class for several years, or picked up a book to read in a very long while. I will make sure you know what to do, that you don't get too overwhelmed, and make it as close to fun as possible.

Expect the grading to fair, clear, and consistent. I use scoring rubrics to make the grading clear and consistent. You may not be familiar with these academic tools, but over the course of the semester, you will learn how to use them to guide your thinking and effort in any assignment.

The final grade for the course will be calculated as follows:

Letter Grade	Equivalent Percentages	Grade Description
A	94 - 100	Excellent
A-	90 - 93.99	
B+	87 - 89.99	Good
B	83 - 86.99	
B-	80 - 82.99	
C+	77 - 79.99	Satisfactory
C	70 - 76.99	
D	60 - 69.99	Failure without Credit
F	0 - 59.99	

Expect me to respond to you in a timely manner. I will follow these guidelines to respond to you with feedback:

- Email (or Canvas message)** Within 24 hours unless it's a weekend.
- Weekly assignments** Within one week of the due date.
- Essays** Within two weeks of the due date.

Life happens to all of us, including me. If something unexpected delays my feedback to you, I will let you know in class and by email.

I expect the following behavior from all students:

I expect you to attend all class sessions and labs. If you miss class, send me a courtesy e-mail me to let me know you're still engaged and want to keep up. This is very different from high school, where your teachers took the initiative and did the work of bringing you up to speed. You are in charge of your learning—and your learning success. **IMPORTANT INFORMATION:** *English Department Policy allows you to miss 4 class sessions (the equivalent of two weeks). I am obligated to drop you from the class if you do not meet this expectation.*

I expect you to arrive on time with all the materials you need for class. I typically do a pop quiz or some kind of reading check in the first 15 minutes of class to confirm that you are ready to participate in the discussions. I do not allow for make-ups and your grade participation grade will likely suffer if you come consistently late to class. In addition, once you are here, please don't leave the classroom unless absolutely necessary. Visits to the vending machine or the bathroom should be taken care of before the start of class. Leaving class disturbs me, the other students, and you may miss important instruction.

I expect you to engage and focus. Show respect and appreciation for the learning process and for everyone present by listening, responding, and asking questions. Turn your cell phone to silent and only answer the phone if you are expecting an urgent phone call. Otherwise, please put your cell phone out of sight so you aren't tempted to check Facebook, messages, and so on. I do believe in the value of technology in learning, but repeated misuse in the class is annoying and disrespectful. If you must leave to take a phone call, please do so quietly.

I expect you to be prepared. You should have homework completed before each class. You should check the schedule and make sure to 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.

Academic Dishonesty: Plagiarism takes on a variety of forms including downloading papers from an on-line service, handing in another's homework as your own, and incorrectly citing sources (even inadvertently, but we will practice how to avoid this). To help detect plagiarism, CR requires each student to submit their essays through Turnitin.com. This is a requirement not an option. More details will be provided in class.

Deadlines: Assignments are due on the date specified in the Course Calendar. I generally do not accept late assignments. Additionally, there is no extra credit as per English Department policy. What is important for you to understand is that I have designed this course so that each assignment builds on previous ones. If you miss our regular weekly assignments and just hope to get away with writing the essays, do not expect to pass this class. This would be like running a marathon without training: you will undoubtedly fail to cross the finishing line!! You will hear from me if I see a pattern of not completing weekly assignments, and in such cases, I often recommend withdrawal if I don't see immediate improvement. If this is before the census date, I will likely drop you from the class.

That said, for major assignments such as essays, I do understand that emergencies in life happen. **I allow students to turn in one late essay late under the following conditions:**

- You must contact me within 24 hours of its due date to arrange for a week's extension.
- It is because of an emergency, an event that can't be scheduled on your calendar.
- Depending upon the circumstances, you may not receive full credit for full work.

If you have planned unexcused absences during this semester, you will need to work ahead of time to complete assignments.

Finally, a note on Peer Review: your participation is mandatory for the Peer Review workshops. Your essay will not be able to receive higher than a C if you a) do not have a draft to share or b) miss class.

Technology Use: I encourage the use of laptops, tablets, and cellphones in class as long as it is class business. If you prefer to type notes on your laptop or use your phone as a dictionary, please feel free to use them. However, I do have two simple rules:

1. Please silence all cell phone ringers during class meetings so as not to disturb the learning in class. Students who persistently forget to do so may be asked by the class to bring cookies to make up for the interruptions.
2. Please don't use your phone, tablet, or laptop for social or personal reasons in class. Misuse may require me to ask you to turn off all technology devices for the rest of class. Please don't make me do this as I really hate to be an enforcer of the rules (but I am very comfortable doing this).

Student Behavior: Behavior in class should follow the student code of conduct. This means “*students will govern themselves in a manner that demonstrates appropriate behavior with emphasis on self-respect and respect for others.*” As this class involves a great deal of discussion and interaction with each other, I expect all of us to be respectful, patient, and open-minded during the exchange of ideas. There will be no sexist, racist, or homophobic language whatsoever. I have a zero tolerance policy for this kind of behavior.

Please note: If a student disturbs the learning in the class, I will ask him/her to leave the class for the day. I may also ask that they meet with College of the Redwoods advisors, counselors, or administrators before returning to class. Please know that I take my responsibility to provide a safe learning environment for all students very seriously. If you have any cause for concern, do not hesitate to contact me. I am your ally in learning.

The following course calendar is tentative and subject to change. I will let you know in class if there are any substantial changes!

Course Calendar

Assignments: Reading Logs are due in Canvas by the start of class. First drafts of essays should be printed out and brought to class. Final drafts are submitted in Canvas.

*Readings: Books are indicated as follows: TSIS--They Say, I Say; SIE-- Salmon is Everything; all other readings can be found in the relevant module in Canvas. **Print out all readings and bring them to class.***

Week 1

Wed 1/18

Syllabus, Introductions.

Week 2

Mon 1/23

Watch/Read: Syllabus; Ted Talks: Angela Lee Duckworth, “Grit: The power of passion and perseverance”; Carol Dweck, “The Power of Yet”; Readings: Carol Dweck, “Brainology.”

Write: Reading Log 1: *submit in Canvas before class.*

Notes: Bring a print-out of the reading to class. There will be a syllabus quiz in class.

Wed 1/25

Read: Linda Elder, “Learning the Art of Critical Thinking.”

Write: Annotate and complete the critical reading notes (Elder).

Notes: Bring your critical reading notes to class.

Week 3

Mon 1/30 Census day.

Read: Daniel Pink, *Drive*, “Mastery” (Set aside at least 1.5 hours for this reading).

Write: Annotate and complete the critical reading notes (Pink). Reading log 2.

Notes: Bring your critical reading notes to class. Submit RL 2 in Canvas before class.

Wed 2/1

Read: Sherman Alexie: “Superman and Me”. Gather all your critical reading notes for the reading quiz.

Write: Annotate and complete the critical reading notes (Alexie).

Notes: Bring all your critical reading notes to class. Reading Quiz 1 in class: Dweck, Pink, and Alexie.

Week 4

Mon 2/6

Read: *TSIS*, chp. 1.

Write: Essay 1: Educational Autobiography.

Notes: Submit your Educational Autobiography in Canvas before class. Bring TSIS to class.

Wed 2/8

Read: Leonald Aldo: “Think like a Mountain”

Write: Annotate and complete the critical reading notes (Aldo).

Notes: Bring your critical reading notes to class.

Week 5

Mon 2/13

Read: Silko, “Landscape History and the Pueblo Imagination”; *TSIS*, chp.2.

Write: Annotate and complete the critical reading notes (Silko); Reading log 3.

Notes: Bring your critical reading notes and TSIS to class. Submit RL3 in Canvas before class.

Wed 2/15

Read: Read one of the following for Presentation 1: Carson; Suzuki; Meadows et al.; or Diamond.

Write: Annotate and complete the critical reading notes.

Notes: Bring your critical reading notes to class.

Week 6

No class this week!!

Week 7

Mon 2/27

Read: *TSIS*, chp. 3; selected reading for the Presentation 1 (review and re-read).

Write: Presentation 1; Reading log 4.

Notes: Presentations are scheduled for this class. Bring TSIS to class. Submit RL4 in Canvas before class.

Wed 3/1

Read: One presentation reading of your choice. Gather critical reading notes for Reading Quiz 2.

Write: Annotate and complete the critical reading notes; Reading Log 5.

Notes: Bring all your critical reading notes to class. Reading Quiz 2 in class on Aldo, Silko, Carson, Diamond, Meadows et al., and Suzuki. Submit RL5 in Canvas before class.

Week 8

Mon 3/6

Read: *TSIS*, chps. 4, 5.

Write: First draft of Essay 2 for Peer Review

Notes: Peer Review in class. Bring two hard copies of your draft to share. You must participate in peer review to garner higher than a C. Bring TSIS to class.

Wed 3/8

Read: *River of Renewal*: Preface; Salmon War Stories.

Write: Annotate and complete the critical reading notes (Salmon War Stories). Essay 2 writing/revising.

Notes: Bring your critical reading notes to class.

Spring Break

Week 9

Mon 3/20

Read: *River of Renewal*: Water, Fish and Politics, The Dam and the Weir; *SIE*, Preface.

Write: Final draft Essay 2; Reading log 6.

Notes: Submit your final draft of Essay 2 in Canvas before class. Submit RL6 in Canvas before class.

Wed 3/22

Read: *SIE*: Introduction; A Call to Action

Write: Annotate and complete the critical reading notes (*SIE*).

Notes: Bring your critical reading notes to class.

Week 10

Mon 3/27

Read: *SIE* Act 1, Scenes 1-7.

Write: Annotate and complete the critical reading notes (*SIE*); Reading log 7.

Notes: Bring your critical reading notes to class. Submit RL7 in Canvas before class.

Wed 3/29

Read: *SIE* Act 1, Scenes 8-12.

Write: Annotate and complete the critical reading notes (*SIE*).

Notes: Bring your critical reading notes to class.

Week 11

Mon 4/3

Read: *SIE*, Act 2.

Write: Annotate and complete the critical reading notes (*SIE*, essay); Reading Log 8.

Notes: Bring your critical reading notes to class. Submit RL8 in Canvas before class.

Wed 4/5

Read: *SIE*, "I am Karuk". Gather critical reading notes for Reading Quiz 3 in class.

Write: Reading log 9.

Notes: Reading Quiz 3 on SIE in class. Bring all your critical reading notes. Submit RL9 in Canvas before class.

Week 12

Mon 4/10

Read: *TSIS*, chps. 6, 7. Bring this text to class.

Write: First draft essay 3.

Notes: Peer review in class. Bring two hard copies of your draft to share. You must participate in peer review to garner higher than a C. Bring TSIS to class.

Wed 4/12

Read: *TSIS*, chp. 8. Reading for Presentation 2.

Write: Annotate and complete the critical reading notes (presentation reading).

Notes: Bring your critical reading notes. Bring TSIS and current draft of essay 3 to class.

Week 13

Mon 4/17

Read: *TSIS*, chps. 9, 10. Re-read and review the reading for Presentation 2.

Write: Presentation 2. Continue working on Essay 3.

Notes: Presentations have been scheduled for this class. Bring TSIS and current draft of essay 3 to class.

Wed 4/19

Read: Review *SIE* and any additional sources for the essay.

Write: Final draft essay 3.

Notes: Submit your final draft of Essay 3 in Canvas before class.

Week 14

Mon 4/24

Read: Educational Autobiography.

Write: Reading Log 10.

Notes: Submit RL10 in Canvas before class.

Wed 4/26

Read: *TSIS*, chp. 11.

Write: Essay 4 revisions.

Notes: Bring TSIS and your revised draft to class.

Week 15

Mon 5/1

Read: Additional sources to include in Essay 4; Canvas readings on revision strategies.

Write: Revised draft essay 4 for Peer Review.

Notes: Peer review in class. Bring two hard copies of your draft to share. You must participate in peer review to garner higher than a C.

Wed 5/3

Read: Canvas readings on revision strategies.

Write: Continue working on Essay 4.

Notes: Instructor Conferences in class and lab.

Week 16 Finals Week

Mon 5/8: Final draft Essay 4. *Submit in Canvas before the final meeting.*

This Syllabus and Calendar is subject to change.