

<b>Syllabus for Engl. 102: Developing Reading and Writing</b> Del Norte Campus		
<b>Semester &amp; Year</b>	Fall 2017	
<b>Course ID and Section #</b>	Engl 102-D3560	
<b>Instructor's Name</b>	Deborah Gerth	
<b>Day/Time</b>	MTTh 10:05-11:20 am and W 10:05-11:30 am	
<b>Location</b>	DM 15	
<b>Number of Credits/Units</b>	4.5	
<b>Contact Information</b>	<i>Office location</i>	DM office 2
	<i>Conference hours</i>	W 1:00-2:30 pm
	<i>Phone number</i>	707.465.2315
	<i>Email address</i>	deborah-gerth@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	REQUIRED: <i>How Children Succeed</i>
	<i>Author</i>	Paul Tough
	<i>ISBN</i>	978-0-547-56465-4
	<i>Title &amp; Edition</i>	RECOMMENDED: <i>Merriam Webster Dictionary (2016 edition)</i>
	<i>Author</i>	Mass Market Paperback
	<i>ISBN</i>	978-0877792956
<b>Course Description</b>		
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.		
<b>Student Learning Outcomes</b>		
<ol style="list-style-type: none"> <li>1. Critically read and respond to argumentative texts.</li> <li>2. Develop thesis-driven, well-supported, organized essays.</li> <li>3. 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 textbook listed above</li> <li><input type="checkbox"/> A second text you will choose and purchase on your own (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 or pen 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>		
<b>Grading</b>		
English 102 is a Credit/No Credit course and there are no letter grades. Instead, you will demonstrate		

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proficiency in the reading and writing assignments and class participation to receive credit for the course. There is no extra credit. 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."

### Participation

This class is an active learning community and your participation is highly valued. 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. *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 will receive points for each class meeting: 0 points if you're absent, 1 point if you're present for part of the class but not all (tardy, leaving early, etc.), 2 points if you're present for all of the class, and 3 points if you are completely present, prepared with materials and assignments, and fully engaged in the class activities.

A note about absences: according to English Department policy, you may not miss more than 8 class sessions; if you exceed 8 absences before Week 11, you may be dropped from the course.

### Reading

Your progress in reading will be evaluated from class activities, reading logs, and reading quizzes. You need to complete each graded reading log and reading quiz to pass the course, and you need to pass (Meets Expectations) at least 3 reading quizzes. You will have the opportunity to revise quizzes that are not yet passing.

### 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.

### Final Portfolio

At the end of the semester, you will collect your reading quizzes and essays from throughout the term and submit them in a folder as your final portfolio. Your portfolio will include a newly revised essay to demonstrate your skill level at the end of the term. A passing (Meets Expectations) portfolio is required to receive credit for the course. *Be sure to securely save all your graded assignments so you'll have them for your portfolio.*

### 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 automatically pass it.

### **Lab**

Part of our class time each week will be lab sessions, where you will work independently on assignments, conference with me or other students, or receive tutoring. Making good use of this time—asking for help when you need it, staying focused and productive, managing your own time—is part of our course learning. Always be prepared with your course materials and a flash drive to save any work you do on computers.

### **Workload and Professionalism**

For students new to college, the expectations can seem very different from high school. This is a challenging class: each week you'll work on 30 to 50 pages of careful reading, reading logs with your written notes, and writing assignments like quizzes or essays. You'll have some time in class to work on these assignments, but also significant homework. You'll need to treat yourself as an adult "professional" to learn to meet these expectations. Here are some habits and practices that will help you work like a college student:

1. **Attend regularly.** You *always* miss something important when you're absent. No absences are excused. Treat college absences like you treat job absences: "call in" by emailing me or another student, and take responsibility for getting and completing the work you're missing. Unlike high school, where you expect teachers to give you time to catch up, college classes keep going and expect you to catch yourself up. Help is available, and it's your job to ask for it.
2. **Arrive on time.** Late arrivals disrupt the learning of other students, and you may miss a graded activity if you're late. If the door is locked when you arrive, wait outside until it is opened.
3. **Engage and focus.** Show respect for the learning process and everyone present by listening, responding, and asking questions. Turn off electronics and put food away. Know that in English 102 we do not waste class time—every minute is focused on building your critical reading and writing skills. Each discussion and task is designed to build a piece of your next essay assignment. So stay focused and fully engaged; trust that everything I ask you to do has a purpose that will "pay off" when you write your next essay.
4. **Be prepared.** Complete homework. Bring books and supplies to each class. Save and organize your graded work. If you are not prepared, "fess up" and observe group activities so you don't slow the group down.
5. **Manage time.** Organize your time carefully. Plan your study times, especially if you have other commitments to work, family, or other classes. Don't let procrastination sabotage your success.

### **Late Work**

I plan your assignments carefully to build your skills one step at a time. This makes on-time assignments essential, and I 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 at the very next class. I give you 4 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

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prepared with books and homework assignments, staying on-task (including putting away electronic devices and food), ALWAYS treating other students with respect and support, and *faking* a positive attitude on the days you don't really have one. I make these same commitments as your teacher. Students who disrupt teaching and learning will leave the classroom.

### Need extra help?

Ask for help during Lab. Outside class, tutoring for all students is available in the LIGHT center through enrollment in GUID 146. Students in support programs may have additional access to tutors. I am available during my conference hours for tutoring and extra help.

### 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.

### 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:

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[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 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/delnorte/Maps-and-Directions>; scroll down to the Safety Map). For more information on Public Safety, go to <http://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 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 email address as your primary Registration Email. Your CR email address ends with “[redwoods.edu](http://redwoods.edu).” Please contact Public Safety, 707-476-4112, [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

Fall 2017

<b>Essential Question: How can the children of Del Norte County be more successful?</b>		
Week	Themes and Skills	Readings and Essays
<b>Week 1</b> <b>Aug. 28</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>Sept. 4*</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>• “The Seven False Beliefs” (Miranda)</li> <li>• <b>Educational autobiography essay</b></li> </ul>
<b>Week 3</b> <b>Sept. 11</b>	<ul style="list-style-type: none"> <li>• Mindful reading</li> <li>• Children in Del Norte County</li> <li>• Metacognitive reading logs</li> </ul>	<ul style="list-style-type: none"> <li>• <i>How Children Succeed</i> (Tough) Intro. chapter</li> </ul>
<b>Week 4</b> <b>Sept. 18</b>	<ul style="list-style-type: none"> <li>• Mindful reading</li> <li>• Early childhood development issues</li> <li>• Writing process</li> <li>• Critical voice and documentation</li> </ul>	<ul style="list-style-type: none"> <li>• “Program Aims to Help Kids” (Triplicate)</li> <li>• <i>HCS</i> Chapter 1</li> <li>• “Smart Money” (Finn) and other readings</li> <li>• <b>Portfolio Essay #1</b></li> </ul>
<b>Week 5</b> <b>Sept. 25</b>		
<b>Week 6</b> <b>Oct. 2**</b>	<ul style="list-style-type: none"> <li>• Character and non-cognitive skills</li> <li>• Poverty and safety nets</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> <li>• “What Is Metacognition?” (Martinez)</li> </ul>
<b>Week 7</b> <b>Oct. 9</b>		
<b>Week 8</b> <b>Oct. 16</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)</li> <li>• Video: <i>The Address</i></li> <li>• <b>Portfolio Essay #2</b></li> </ul>
<b>Week 9</b> <b>Oct. 23</b>		

\*College holiday this week.

\*\*Cancelled class this week.

Week	Themes and Skills	Readings and Essays
<b>Week 10</b> <b>Oct. 30**</b>	<ul style="list-style-type: none"> <li>• Introduce and select Book Club books</li> <li>• College success</li> <li>• Social mobility</li> </ul>	<ul style="list-style-type: none"> <li>• <i>HCS</i> Chapter 4</li> </ul>
<b>Week 11</b> <b>Nov. 6*</b>	<ul style="list-style-type: none"> <li>• Poverty and education</li> <li>• Children in Del Norte County</li> </ul>	<ul style="list-style-type: none"> <li>• <i>HCS</i> Chapter 5</li> <li>• “Community Called to Action” (Triplicate)</li> </ul>
<b>Week 12</b> <b>Nov. 13</b>		
<b>Week 13</b> <b>Nov. 20*</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 #3</b></li> <li>• <b>Final Portfolio due</b> _____</li> </ul>
<b>Week 14</b> <b>Nov. 27</b>		
<b>Week 15</b> <b>Dec. 4</b>		
<b>Finals Week</b> <b>Dec.11</b>	<ul style="list-style-type: none"> <li>• Final essay exam on _____.</li> </ul>	

\*College holiday this week.

\*\*Cancelled class this week.

**The syllabus and schedule are subject to change.**