

Syllabus for English 102 Developing Reading and Writing – Eureka campus		
<b>Semester &amp; Year</b>	Fall 2017	
<b>Course ID and Section #</b>	ENGL-102-E3030	
<b>Instructor's Name</b>	Elizabeth Carlyle	
<b>Day/Time</b>	Monday/Wednesday 1:15-3:20 PM	
<b>Location</b>	HUM 114	
<b>Number of Credits/Units</b>	4.5	
<b>Contact Information</b>	<i>Office location</i>	Writing Center
	<i>Office hours</i>	Mondays/ Wednesdays, 11:00-11:30 AM
	<i>Email address</i>	elizabeth-carlyle@redwoods.edu
	<i>Writing Center hours</i>	Mondays/Wednesdays 11:40-1:05
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	<i>Salmon is Everything</i>
	<i>Author</i>	Theresa May
	<i>ISBN</i>	978-0-87071-746-8
	<i>Title &amp; Edition</i>	<i>They Say, I Say.</i> 3 <sup>rd</sup> edition (without readings).
	<i>Author</i>	Graf, Berkenstein, Durst.
	<i>ISBN</i>	978-0-393-61743-6
<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>Special Accommodations</b>		
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 <a href="#">Disabled Students Programs and Services</a> . Students may make requests for alternative media by contacting DSPS at 707-476-4280.		
<b>Academic Support</b>		
Academic support is available at <a href="#">Counseling and Advising</a> and includes academic advising and educational planning, <a href="#">Academic Support Center</a> for tutoring and proctored tests, and <a href="#">Extended Opportunity Programs &amp; Services</a> , for eligible students, with advising, assistance, tutoring, and more.		
<b>Academic Honesty</b>		
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: <a href="http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services">http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services</a> .		

## Syllabus for English 102 Developing Reading and Writing – Eureka campus

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:

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

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/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.*

## English 102 Class Information

### 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 folder to keep all your reading logs in one place.
- A Manila folder for essay drafts.
- A spiral bound notebook dedicated to this class only.
- 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.

**About this course:** This course is designed to prepare you to read and write for college. This means we will spend time in practice, individually and as a class, thinking, reading and writing about complex ideas. The broader theme of the course is *Humans and the Environment*. We will think critically on important questions related to our environment and the social, physical, cultural, and spiritual factors that impact our understanding of it. We will read a few essential texts to help us see how others frame the issues, and we will write about what we discover in a series of journal entries and essays. We will read several essays and a play in the book, *Salmon is Everything*, to help us understand critical perspectives in an environmental tragedy that touched our own community on the North coast, the 2002 fish kill on the Trinity and Klamath rivers. We begin, though, with a short module on thinking and learning. This module gives me the opportunity to learn about your educational experiences and share key ideas on how learners persist and successfully meet learning goals.

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

### **Participation: 15% of final grade**

Writing Center: 10% (at least 22.5 hours)

Class Participation: 5%

### **Reading: 25% of final grade**

3 Reading Quizzes: 10% (drop lowest score)

14 Metacognitive Reading Logs (MRL): 7%.

2 Group Projects: 8%

### **Writing: 60% of final grade**

10 Writing Journal entries: 10%

Essay 1: Supported Response 5% (500 words)

Essay 2: Synthesis 10% (700 words)

Essay 3: Synthesis 15% (800 words)

Essay 4: Summative 20% (900 words)

**Course Workload:** This course is 4.5 credits. We meet for just over 4 hours a week in class, which means you can expect to spend about 8 hours outside of class reading and writing assignments. I understand that many of you have family commitments and work responsibilities that make 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.

In addition, successful students in English 102 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).

**Course 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 Pass/No Pass. Although it will not be reflected in your final transcript, I will also let you know *how well you pass* with the following descriptions and equivalent percentages:

Letter Grade	Equivalent Percentages
Distinguished	90 - 100
High Pass	80 - 89.99
Pass	70 - 79.99
No Pass	0 - 69.99

**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.

**Student Expectations:** *I expect the following behavior from all student.*

**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) for an unexcused reason. I am obligated to drop you from the class if you do not meet*

*this expectation. Excused absences for athletic, medical, legal, and religious reasons do not count towards this tally, but please know that the college requires documentation (a doctor's note etc.) to excuse an absence.*

**I expect you to arrive on time with all the materials you need for class.** I need you ready to work with your tools in hand like a professional student. Your 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 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. 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. To keep up with assignments, check the course calendar to make sure you bring relevant books, handouts, and materials with you each day. If you are not prepared, "fess up" and observe group activities rather than slow the group down. I will do my best to help you join in the class discussions, but you should understand that you, and only you, are in charge of your learning, and being adequately prepared for each class meeting is an important part of that.

**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, the college 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. It is important to know that I have designed this course so that each assignment builds on knowledge and skills practiced in 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.
- You have had an emergency, an event that can't be scheduled on your calendar.
- Depending upon the circumstances, you may not receive full credit for your work.

Important: if you have planned 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.*** I will work with you if you have a planned excused absence that can't be re-scheduled easily. Please let me know as soon as possible.

**Technology Use:** I encourage the use of laptops, tablets, and cellphones in class for class business. If you prefer to type notes on your laptop or use your phone as a dictionary, please use them. I believe in the value of technology in learning, but repeated misuse of these devices in class is annoying and disrespectful to others in the room. For this reason, I have two simple rules to help minimize technology disturbances:

1. Please silence all cell phone ringers during class meetings. Students who persistently forget to do so may be asked to bring cookies (or whatever students feel is appropriate) to make up for the interruptions in class.
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.

**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.

If a student disturbs the learning in the class, I will ask them 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: Writing Journal entries are due in Canvas by the start of class. MRLs and first drafts of essays should be printed out and brought to class. Final drafts of essays 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

**Mon 8/28**

Syllabus, Introductions.

**Wed 8/30 We meet in the Writing Center (LRC 102) at 1:15.**

**Read:** Syllabus; L. & P. Elder, “Learning the Art of Critical Thinking”.

**Write:** MRL 1 (Elder)

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

### Week 2

**Mon 9/4 No class-- Labor Day!**

**Wed 9/6**

**Read:** “Reading Strategies”; Isaac Asimov, “What is Intelligence, Anyway?”

**Write:** MRL 2 (Asimov); Writing Journal 1

*Notes: submit WJ 1 in Canvas before class.*

### Week 3

**Mon 9/11** Census day.

**Read:** “Integrating Sources and Avoiding Plagiarism”; Carol Dweck’s “Brainology”.

**Write:** MRL 3 (Dweck); Writing Journal 2.

*Notes: Submit WJ 2 in Canvas before class.*

**Wed 9/13**

**Read:** Alfie Kohn, "The perils of 'Growth Mindset' education". Prepare for Reading Quiz 1.

**Write:** MRL 4 (Kohn).

*Notes: Reading Quiz 1 in class: Asimov, Dweck, and Kohn.*

**Week 4 Writing Center conferences required this week!****Mon 9/18**

**Read:** *TSIS*, chps. 1-3 (pp. 1-51). *Bring TSIS to class.*

**Write:** Essay 1, first draft.

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

**Wed 9/20**

**Read:** Leopold Aldo, "Think like a Mountain".

**Write:** MRL 5 (Aldo); Essay 1 final draft.

*Notes: Submit Essay 1 in Canvas by class time. Bring MRLs 1-4 to class for grading.*

**Week 5****Mon 9/25**

**Read:** "Fragments"; Jared Diamond, "World as Polder".

**Write:** MRL 6 (Diamond); Writing Journal 3.

*Notes: Submit WJ 3 in Canvas before class.*

**Wed 9/27 No class today!****Week 6****Mon 10/2**

**Read:** "Run-On Sentences"; assigned reading for Group Project 1.

**Write:** MRL 7 (assigned reading). Writing Journal 4

*Notes: Submit WJ 4 in Canvas before class.*

**Wed 10/4 in LRC 103**

**Write:** Group Project 1 tasks.

*Notes: This class session is a workshop to prepare for Monday's presentation in class.*

**Week 7****Mon 10/9**

**Read:** Assigned reading for Group Project 1 (review and re-read).

**Write:** Group Project 1; Writing Journal 5.

*Notes: Presentations for Group Project 1 are scheduled in this class. Submit WJ 5 in Canvas before class.*

**Wed 10/11**

**Read:** One reading of your choice from Group Project 1. Prepare for Reading Quiz 2.

**Write:** MRL 8 (selected reading).

*Notes: Reading Quiz 2 in class on Aldo, Diamond, and Group Project 1 readings.*

**Week 8 Writing Center conferences required this week!****Mon 10/16**

**Read:** "Thesis"; *TSIS*, chps. 4-5 (pp. 55-77). *Bring TSIS to class.*

**Write:** First draft of Essay 2.

*Notes: Peer Review in class. Bring two hard copies of your draft to share.*

**Wed 10/18 in LRC 103**

**Read:** "Paragraphs"; TSIS chps. 6-7 (pp. 71-100). *Bring TSIS to class.*

**Write:** Essay 2, drafting and revising.

Week 9**Mon 10/23**

**Read:** *SIE*: "Foreword" and "Introduction".

**Write:** MRL 9 (Foreword/Introduction); final draft of Essay 2.

*Notes: Submit your final draft of Essay 2 in Canvas by midnight. Bring MRLs 5-8 to class for grading.*

**Wed 10/25**

**Read:** *SIE*, Suzanne Burcell, "A Call to Action"

**Write:** MRL 10 (A Call to Action).

Week 10**Mon 10/30**

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

**Write:** MRL 11 (*SIE*); Writing Journal 6.

*Notes: Submit WJ 6 in Canvas before class.*

**Wed 11/1**

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

**Write:** MRL 12 (*SIE*)

Week 11**Mon 11/6**

**Read:** *SIE* Act 2.

**Write:** MRL 13 (*SIE*); Writing Journal 7.

*Notes: Submit WJ 7 in Canvas before class.*

**Wed 11/8**

**Read:** Assigned readings for Group Project 2. Prepare for Reading Quiz 3.

**Write:** MRL 14 (assigned reading).

*Notes: Reading Quiz 3 on *SIE* in class.*

Week 12 **Writing Center conferences required this week!****Mon 11/13**

**Read:** "Introductions and Conclusions".

**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.*

**Wed 11/15 in LRC 103**

**Read:** Assigned readings for Group Project 2

**Write:** Group Project 2 tasks.

*Notes: This class session is a workshop to prepare for Monday's presentation in class.*

Week 13**Mon 11/20**

**Write:** Group Project 2; Writing Journal 8.

*Notes: Presentations have been scheduled for this class. Submit WJ 8 in Canvas before class.*

**Wed 11/22 in LRC 103**

**Read:** TSIS, chp. 8 (pp.105-118). *Bring TSIS to class.*

**Write:** Final draft Essay 3.

*Notes: Submit your final draft of Essay 3 in Canvas by midnight. Bring MRLs 9-14 to class for grading.*

Week 14

**Mon 11/27**

**Write:** Writing Journal 9.

*Notes: Bring your selected essay for Essay 4. Submit WJ 9 in Canvas before class.*

**Wed 11/29 in LRC 103**

**Read:** TSIS, chp. 11 (pp.139-159); additional reading for Essay 4.

*Notes: Bring TSIS, your selected essay and additional reading for Essay 4 to class.*

Week 15 Writing Center conferences required this week!

**Mon 12/4**

**Write:** Revised draft Essay 4; Writing Journal 10.

*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. Submit WJ 10 in Canvas before class.*

**Wed 12/6 in LRC 103**

**Write:** Essay 4.

Week 16 Finals Week.

**We meet on Wed 12/13, 1-3pm.** Final draft of Essay 4 is due in Canvas before the final class.

***This Syllabus and Calendar is subject to change.***