

<b>Syllabus for English 102 : Developing Reading &amp; Writing – Eureka Campus</b>		
<b>Semester &amp; Year</b>	Fall 2017	
<b>Course ID and Section #</b>	ENGL-102-E3043 (#043043)	
<b>Instructor's Name</b>	Mary Sue Prangley	
<b>Day/Time</b>	T-TH 5:05-7:10 pm & Lab: T-TH 7:20-8:10 pm	
<b>Location</b>	HU114	
<b>Number of Credits/Units</b>	4.5 units	
<b>Contact Information</b>	<i>Office location</i>	HU119
	<i>Office hours</i>	Tue. 1:40-2:40 pm
	<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 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. This course is designed to support students at all placement levels in preparation for English 1A.</p>		
<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>		

**Syllabus for English 102 : Developing 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 102 : Developing 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.*

Fall 2017

College of the Redwoods

## English 102: Developing Reading & Writing

**Classroom & Lab: HU114  
#043043**

**Class:  
T-Th 5:05 – 7:10 pm**

**Lab:  
T-Th 7:20 – 8:10 pm**

**Instructor: *Mary Sue Prangley***

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

**Writing Center: Thursdays 11:40 am–1:05 pm & 1:15-2:40 pm**

**Office Hours: Tue. 1:40-2:40 pm in HU119**

### 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:

##### Catalogue Description of English 102:

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. This course is designed to support students at all placement levels in preparation for English 1A.

Welcome to English 102! This course will require much from you, yet it offers much in return. English 102 is 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. Over the course of the semester, you will learn different strategies to help you engage in intellectual conversations (both oral and written discourses). Upon successful completion of this course, you will be able to do the following course outcomes:

1. Critically read and respond to argumentative texts.
2. Develop thesis-driven, well-supported, organized essays.
3. Lab: Use feedback to support reflective learning, academic inquiry, reading, writing, revision, grammar and proofreading skills.

English 102 is primarily a workshop course. In this class, we will endeavor to create a supportive community environment. In whole class and small group settings, we will work together to develop the abilities to give appropriate, productive feedback, present ideas in a well-thought-out manner, and listen and respond to the ideas of others with interest and respect. In developing these abilities, you will be sharpening your critical thinking skills as well.

### **Course Requirements:**

- ❖ **3 Major Out-of-Class 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 (**at the beginning of class**) 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](http://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](http://www.turnitin.com) will be deleted from the gradebook and you will receive a “zero” for the essay.
  
- ❖ **Educational Autobiography Essay:** beginning of the semester, ungraded
  
- ❖ **Self-Reflective Essay:** end-of-semester, ungraded
  
- ❖ **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 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 & Revision Workshops (3% of the grade)**
  
- ❖ **Lab Participation (10% of the grade):** The lab component of our class affords you time to read, write, and engage in inquiry. A major part of this time should be spent developing the required essays for the class. Lab time also offers you the opportunity to conference with me, your instructor, about your writing projects. And finally, lab time is also an excellent time to reflect on ideas we discussed in class and write about them in your Reading Journal (see following page).

- ❖ **Reading Journal:** I strongly recommend that you keep a Reading Journal. I will not collect or read these journals (unless you would like my feedback and specifically ask me to read some portion of them)—they will be for your benefit; you can refer back to what you've written in your journal when developing ideas for your essays. The reading journal can be used to jot down notes and ideas while you read for this class, and if you also use it as a place to develop ideas that are brewing in your mind, you will be able to keep track of how your thoughts are turning and shifting, and you will thus begin digging deeper into ideas you encounter in reading, discussion, television viewing, movies, and life in general. Keeping a typewritten journal full of thoughts, feelings, and ideas (both yours and others) is an extremely useful tool for pulling thoughts together, organizing information, and generating valuable material to be used in drafting writing projects.
  
- ❖ **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 at the beginning of class 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 grade points for all assignments. Note: English 102 is a credit/no credit course. You will need to have at least a 70% (350 points) to pass this class. Additional note: you will need to complete all essays (including ungraded ones) in order to pass this class.

There are a total of 500 points available for this course. Final grades will be based on the following scale: 415-500 high pass, 384-414 pass, 350-383 low pass, under 350, not passing

### **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 for Summative Project	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 & Revision Workshops	3% (15 pts.)
8) Lab Participation	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 102. 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 102 Fall 2017

<b>Tuesday</b>	<b>Thursday</b>
<p>Week 1 Aug 29</p> <p>Introduction to the course &amp; in-class writing &amp; activities.</p>	<p>Aug 31</p> <p>Purchase textbooks from the bookstore. Read syllabus &amp; jot down questions (to discuss in class).</p> <p>Print &amp; bring to class Martin Luther King Jr.'s "Letter from Birmingham Jail" (located on Canvas).</p>
<p>Week 2 Sep 05</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>Sep 07</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 Sep 12</p> <p>Read Ch. 2 (on summarizing) (30-41) in <i>TSIS</i>.</p>	<p>Sep 14</p> <p>Read &amp; annotate "Junking Junk Food" (located on Canvas).</p>
<p>Week 4 Sep 19</p> <p>Read &amp; annotate "Escape from the Western Diet" (420-7) in <i>TSIS</i>.</p>	<p>Sep 21</p> <p>Read Ch. 3 (on quoting) (42-51) in <i>TSIS</i>.</p>
<p>Week 5 Sep 26</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>Sep 28</p> <p>Read Ch. 4 (on agreeing, disagreeing, or some combination of both) (55-67) in <i>TSIS</i>.</p> <p>In <i>Pocket</i>, read section 29a-29d (On Supporting a Thesis)</p> <p>Read "Six Step Thesis Formation" handout (located on Canvas).</p>
<p>Week 6 Oct 03</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>Oct 05</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 Oct 10</p> <p>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>Oct 12</p> <p>Read &amp; annotate "Are Too Many People Going to College?" (234-54) in <i>TSIS</i>.</p> <p><b>Essay #1 (in working portfolio) due</b></p>
<p>Week 8 Oct 17</p> <p>Read Ch. 6 (on "Naysayers") (78-91) in <i>TSIS</i>.</p> <p>Read &amp; annotate "Blue Collar Brilliance" (272-84) in <i>TSIS</i>.</p>	<p>Oct 19</p> <p><b>Midterm Formal In-Class Writing</b></p>
<p>Week 9 Oct 24</p> <p>Read Ch. 7 ("So What?") (92-100) in <i>TSIS</i>.</p> <p>Paper Planning Worksheet #1 (handout): Fill out questions 1-3 and the topic sentences and bring to today's class.</p>	<p>Oct 26</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 Oct 31</p> <p>Read &amp; annotate Jon Krakauer's <i>Into the Wild</i> pp. 47-102</p> <p><b>Grammar &amp; Revision Workshop #1</b></p>	<p>Nov 02</p> <p><b>Essay #2 (in working portfolio) due</b></p> <p>Bring <i>Into the Wild</i> and <i>TSIS</i> to today's class.</p>
<p>Week 11 Nov 07</p> <p>Read &amp; annotate Jon Krakauer's <i>Into the Wild</i> pp. 103-156</p>	<p>Nov 09</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 Nov 14  Read & annotate Tom Whitecloud's "Blue Winds Dancing" (located on Canvas)	Nov 16  <b>Inquiry &amp; Research Day: No Class</b>
Week 13 Nov 21  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>  <b>Grammar &amp; Revision Workshop #2</b>	Nov 23  <b>Thanksgiving Holiday: No Class</b>
Week 14 Nov 28  <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.	Nov 30  <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 &amp; Revision Workshop #3</b>
Week 15 Dec 05  <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>	Dec 07  <b>Final Reading Exam</b>  <b>Note: Today is the last day to turn in Essay #2 revisions.</b>

**Finals Schedule: Tue., Dec. 12<sup>th</sup> from 5:30 to 7:30 pm**

**Summative Writing Project Due**