

<b>Syllabus for English 102– Klamath Trinity Instructional Site</b>		
<b>Semester &amp; Year</b>	Fall 2017	
<b>Course ID and Section #</b>	English 102-K3594	
<b>Instructor’s Name</b>	Dr. Sean Thomas (Herrera-Thomas)	
<b>Day/Time</b>	MW 12-2:05 and 2:10-3:10 (lab)	
<b>Location</b>	HTEC 1 and COMPLAB	
<b>Number of Credits/Units</b>	4.5	
<b>Contact Information</b>	<i>Office location</i>	Science 216I (Eureka Campus)
	<i>Office hours</i>	Th 12-1 (Eureka) & W 11-12 (K-T)
	<i>Phone number</i>	(707) 476-4324
	<i>Email address</i>	sean-herrerathomas@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	1. <i>We Should All Be Feminists</i> 2. <i>Game Over: How Politics Has Turned the Sports World Upside Down</i> 3. <i>The Shallows: What the Internet is doing to our brains.</i>
	<i>Author</i>	1. Adichie, Chimamanda Ngozi 2. Zirin, Dave 3. Carr, Nicholas
	<i>ISBN</i>	1. 9781101911761 2. 9781595588159 3. 9780393339758
<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>		
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.		
<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 530-625-4821 Ext 23.		
<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. Contact the CR KT Office for specific information at (530) 625-4821.		
<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> . 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.		
<b>Disruptive Classroom Behavior</b>		

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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 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 530-625-4821 to notify of situation.
  - 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 Kitchen area is best internal location.
  - e. If a police officer or higher official arrives, they 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 building (Pooky’s Park), directly behind the Hoopa Tribal Education Building.
  - h. Do not leave 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.*

### **Other Important Information**

#### **Participation**

Your participation in this class is essential to your success because active learning and conversation are required for developing your academic reading and writing abilities. Plus, my teaching philosophy seeks to build our course upon the foundation of student-generated content as much as possible. This means that although I have selected our textbooks, your interactions with the material and with me and one another will mostly determine what happens in this class this semester. In other words, we won’t have much of a class without everyone’s constant and engaged participation, so please know up front that I operate from the perspective that we all will contribute to the success of this class.

The material we address will often be controversial, politically and emotionally charged, and deeply relevant to each one of us. Therefore, from time to time it might be challenging for us to realize that others will have entirely different points of view that, although different from our own, will be based on entirely reasonable interpretations of the same facts that we are looking at. This core challenge of academic discourse is also its most precious quality. Mature, reasoned dialog about the same material involving multiple informed and thoughtful perspectives is the essence of the academic learning community. In other words, in all our work together, our goal is to maintain an inclusive, safe space the honors the value and dignity of our individual life histories, perspectives, and intellectual work. Ultimately, the main reason I value participation so much in teaching English is that the classroom can become a laboratory in which we can all practice how to build a better, more inclusive world together.

### Course Objectives

1. Employ a variety of critical reading strategies to understand, analyze, and evaluate a variety of college-level texts.
2. Apply a variety of rhetorical strategies in writing unified, well-supported, well-organized essays.
3. Develop varied and flexible strategies for generating, drafting, and revising essays.
4. Analyze choices in writing.
5. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
6. Proofread and edit essays for clarity, grammar, usage, and punctuation.

### Course philosophy

You may be wondering what will happen in English 102 this semester and if it is the right course for you. Perhaps you know nothing about the course and either chose it or were placed into without clearly understanding anything beyond it being a class that is one level below English 1A. You might be aware that College of the Redwoods has had for many, many years two other pre-English classes, English 350 and English 150, and that English 102 was established only in 2013. Perhaps you have learned that English 102 differs from English 350 and English 150 because it is an “accelerated” class. And like most folks, you probably aren’t totally sure what that means. So, let me try to explain a bit about the philosophy of the course so you know what to expect in this class.

First, “acceleration” simply refers to the fact that students can take English 102 and then go directly to English 1A the following semester (providing they pass the course, of course!) instead of taking two semesters of pre-English 1A coursework. In short, the “sped-up,” or accelerated, terminology refers to a system of getting students into “transfer-level” college courses faster than was possible than in the English 350-150 pathway. That does not mean, however, that English 102 is a compressed or combined version of those two courses. That is not an accurate understanding of this course.

Second, your potential for success in college is the foundation of this course rather than the assumption that you are missing some skills or abilities that need to be relearned before you move forward. Some folks at the California Acceleration Project refer to this type of course as English 1A “boot camp” because we do “college-level” work, except the course is designed for students who have less confidence, academic preparation, or experience in reading and writing. Any work that is needed on basic skills is done “just in time” and individually, so the course does not require everyone to review sentence structure and paragraph writing strategies before moving on to essay writing. Instead, students read complex material and write essays right away to exercise those English 1A muscles, and if any gaps need to be addressed along the way that will happen individually and as-needed.

Third, this course focuses on critical thinking about subjects that are relevant and controversial, just as any college reading and writing class should, and it functions more like a workshop than a traditional lecture-driven class. Each day, you will engage in what the CAP folks call “low-stakes collaboration” with your fellow students and instructor to develop our collective understanding about what we can think about the ideas we encounter together. The collaborative workshop atmosphere will be our main “vibe” in class, although I may have to deliver some course content or instructions in a way that might feel “lecture-y” from time to time, so please know that English 102 is a course that wants you to come prepared to roll up your sleeves and get to work at building insights, arguments, bridges and great conversations.

Finally, English 102 is a course that openly recognizes that all of us have lives, backgrounds, experiences, worries, and barriers that can sometimes get in the way of our intellectual or academic success. Rather than trying to hide the fact that everyone has *something* that can affect their performance in school, English 102 accepts this to be true and seeks to provide a supportive environment that believes that recognizing and consciously addressing those challenges is the first step in developing strategies that help us avoid having those challenges define us academically or undermine our success.

**Attendance and timeliness**

Regular, on-time attendance in any college class is extremely important for student success. In fact, the most important thing you can do as a student is simply just showing up to class and being prepared to get to work. For that reason, please know that I would like you to be in class and to show up on time every day. If you do happen to have excessive absences, and that is basically more than four unexcused absences for the entire semester, I have the right to drop you from the class. Also, an instructor can penalize students for chronic or excessive tardiness, and I reserve the right to mark you as partially absent if you are frequently late to class.

All work is due on the date specified on the syllabus or assignment sheet. If you are absent from class on the due date, late papers will be accepted without penalty only if the absence is excused. Likewise, missed quizzes, tests, and in-class assignments may be made up only if the absence is excused or due to an emergency. Excused absences require written medical, legal, or athletic documentation.

If you do miss class, you are responsible for checking with your classmates to determine what concepts, issues and material we discussed during your absence. Please note that a significant proportion of the course content will only be available in class lectures, presentation and discussions, and that your knowledge of this material will be assessed throughout the semester.

**Extra Credit**

I allow students to revise essays after they have been graded, and I will adjust the scores based upon specific changes that reflect consideration of my comments or any other key writing, research, or argument elements. That is the best I can offer in terms of extra credit.

**Turnitin.com**

The English Department requires all English students to submit their essays to Turnitin.com, which scans them for previously written or published material. Please note that I will review all apparent cases of academic dishonesty with the student and, if necessary, the appropriate administrative officials. Using another person’s written work or ideas without proper attribution will result in a failing grade on the assignment and, possibly, an F in the course and academic probation.

**Primary graded assignments and grade distribution**

<p>Three essays  A final polished writing sample essay  A final academic reading assessment  Participation in class discussions and activities  Reading reflections  English 102 lab work (including 22.5 hours in attendance)  Evidence of essay revisions in response to tutorial feedback</p> <p>**This is a Pass/No Pass course, and your work will be assessed using a “needs work,” “passing,” “high-passing” rubric. In order to pass the class you need to achieve a “passing” mark on at least 70% of the work.</p>	<p>Formal essays: 10%, 15%, 15%  Final essay: 20%  Lab: 10%  Participation: 10%  Analytical reading responses 10%  Composition/Editing/  Revision reports 10%</p>
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### Schedule of reading assignments and due dates

Date	Reading Assignments: Please read each day's assignment completely before class and bring your reading notes and annotations with you.	Due dates
Aug 28	Orientation to the course	
Aug 30	"Acting French" by Ta-Nehisi Coates	
Sep 06	<i>Game Over</i> : "Forward," "Pregame" AND "Postgame"	
Sep 11	<i>Game Over</i> : Chapter 1, "Occupy the Sports World"	Reflection #1 due
Sep 13	<i>Game Over</i> : Chapter 2, "'You Have to Be an Ultra Within': Soccer and the Arab Spring"	
Sep 18	<i>Game Over</i> : Chapter 3, "Today's World Cup and Olympics: <i>Invictus</i> in Reverse"	Reflection #2 due
Sep 20	<i>Game Over</i> : Chapter 4, "Zombie Teams and Zombie Owners"	
Sep 25	<i>Game Over</i> : Chapter 5, "Joe Paterno: Death, Remembrance, and the Wages of Sin"	
Sep 27	<i>Game Over</i> : Chapter 6, "The NCAA's 'Whiff of the Plantation'"	Essay #1 due
Oct 02	<i>Game Over</i> : Chapter 7, "Here Come Los Suns"	Reflection #3 due
Oct 04	<i>Game Over</i> : Chapter 8, "'Is Your Underwear Flame Retardant': Sexuality and Sports"	
Oct 09	<i>Game Over</i> : Chapter 9, "'I'm Not Your Child': Racism Today in Sports"	Reflection #4 due
Oct 11	<i>The Shallows</i> : "Prologue" AND "Afterword"	
Oct 16	<i>The Shallows</i> : Chapter 1, "Hall and Me"	Reflection #5 due
Oct 18	<i>The Shallows</i> : Chapter 2, "Vital Paths"	
Oct 23	<i>The Shallows</i> : Chapter 3, "Tools of the Mind"	Reflection #6 due
Oct 25	<i>The Shallows</i> : Chapter 4, "The Deepening Page"	Essay #2 due
Oct 30	<i>The Shallows</i> : Chapter 5, "A Medium of the Most General Nature"	
Nov 01	<i>The Shallows</i> : Chapter 6, "The Very Image of the Book"	
Nov 06	<i>The Shallows</i> : Chapter 7, "The Juggler's Brain"	Reflection #7 due
Nov 08	<i>The Shallows</i> : Chapter 8, "The Church of Google"	
Nov 13	<i>The Shallows</i> : Chapter 9, "Search, Memory"	Reflection #8 due
Nov 15	<i>The Shallows</i> : Chapter 10, "A Thing Like Me"	
Nov 20	<i>We Should All Be Feminists</i> , pp. 1-15	Reflection #9 due
Nov 22	<i>We Should All Be Feminists</i> , pp. 16-30	Essay #3 due
Nov 27	<i>We Should All Be Feminists</i> , pp. 31-45	Reflection #10 due
Nov 29	<i>We Should All Be Feminists</i> , pp. 45-end	
Dec 04		
Dec 06		Final essay due
Finals Week		Academic Reading Assessment

\*\*Please note that this schedule is subject to change at the professor's discretion. Any changes or adjustments will be announced in class.