

<b>Syllabus for: (name of class)</b>	English 150--Pre-collegiate Reading/Writing
<b>Semester &amp; Year:</b>	Fall 2017
<b>Course ID and Section Number:</b>	ENGL-150-E3045 043045
<b>Number of Credits/Units:</b>	Lecture-4.5/Lab-1.5
<b>Day/Time:</b>	TTH 6:05pm-7:30pm/Lab 7:40-8:30pm
<b>Location:</b>	Lecture-SS 109/Lab-LRC 102
<b>Instructor's Name:</b>	J. Gonzalez
<b>Contact Information:</b>	Office location and hours: LRC TTH 5:00-5:30 pm Email: jeff-gonzalez@redwoods.edu
<b>Course Description (catalog description as described in course outline):</b>	
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.	
<b>Student Learning Outcomes (as described in course outline):</b>	
<ol style="list-style-type: none"> <li>1. Develop an effective, thesis-driven argument appropriate to an academic audience.</li> <li>2. Critically read and respond to argumentative texts.</li> <li>3. In a multi-stage process, incorporate feedback (from instructors and peers) in essay planning and drafting.</li> <li>4. Apply basic grammar and punctuation rules, particularly those that address sentence boundaries.</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 Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.	
<b>Academic Misconduct:</b> Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course. The student code of conduct is available on the College of the Redwoods website at: <a href="http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf">http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf</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 homepage.	
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**

Pre-collegiate Reading/Writing  
TTH 6:05pm-7:30pm SS 109  
Lab-TTH 7:30pm-8:30pm

**Fall 2017**

Office Hours: LRC TTH 5:00-5:30pm  
jeff-gonzalez@redwoods.edu

**Catalog Description**

English 150 is 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.

**Required Texts**

Graff, Gerald. *They Say/I Say: The Moves That Matter in Academic Writing, with Readings*, 3rd Ed. New York: W. W. Norton, 2015.

Hacker, Diana and Nancy Sommers. *A Pocket Style Manual 7e & LaunchPad Solo for A Pocket Style Manual*. Boston: Bedford/St. Martin's, 2014.

**Manuscript Format**

Use Times New Roman font, size 12, double-spaced, .5 inch indentation for paragraphs (no extra spacing between paragraphs), 1 inch margins all around, with page numbers preceded by your last name at top right, all pages stapled. Your name, instructor's name, class, assignment label, date, and word count should be double-spaced and aligned left at top of first page; title is centered.

**Course Overview**

Throughout the term emphasis will be placed on understanding the fundamental aspects of argumentation and how they can be applied to writing both primary and secondary source essays using the Modern Language Association format. Four in-class essays, including the final summative exam, will also be required. In addition to extensive writing assignments, there will be significant reading. During weeks fifteen and sixteen, students will concentrate on final portfolio preparation, meaning students should save all written and graded work.

**Course Learning Outcomes**

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.

**Expectations**

1. You should attend class regularly, asking questions, participating in discussion, and demonstrating cooperation with class members in an effort to maturely and intelligently discuss the material. (See "Notes" section below for further information).
2. You should attend at least one office conference, preferably during the first six weeks of the semester.

3. If you miss or are unable to attend class, it is **your responsibility** to contact me about your absence. I have many students, and my attention will always go first to those who are in class.

### Assignment Requirements

1. You must hand in all assignments on time unless you make prior arrangements.
2. You must submit all out-of-class papers to turnitin.com through Canvas.
3. You must keyboard all out-of-class essay assignments.
4. You must successfully complete all assigned essays (including in-class essays), a culminating paper, and a portfolio.

### Office Hours

My regular office hours will be in the LRC Tuesdays and Thursdays from 5:00-5:30 pm. Note: These hours are in between my second third classes of the day, so please plan to meet me earlier than later during my office hour, as I will need that half hour before class to prepare our evening's lessons.

### Grades

English 150 is graded A, A-, B+, B, B-, C+, C, D, F. If you successfully meet all course requirements, your final grade will be calculated as follows:

Class preparation and participation.....	10%
Quizzes/Grammar Work.....	20%
Essays .....	30%
Portfolio.....	20%
Culminating Essay.....	20%

### Notes

1. If you have a disability, you are invited to meet with me to identify any special needs that you may have in English 150. Please communicate your needs during the first week of the semester.
2. You are responsible for all of your own work. While I encourage collaborative study groups and tutoring, any plagiarism, cheating, or disruptive behavior will result in immediate referral to the Campus Dean and the "Student Code of Conduct Standards."
3. **Cell phones and other personal electronic devices are not part of English 150. Do not bring them to class unless they are turned off or set on the vibrate mode. If you must take a call, quietly leave the room. Texting is never appropriate during class and can result in your dismissal from class for the day, or an embarrassing call out in the middle of class.**
4. Laptops should not be open during class discussions but can be used when the instructor allows.
5. This syllabus is subject to change should circumstances warrant revision.

Have Fun and Remember: "Writing is always a lot easier if you have something to say."

### **Course Calendar and Assignment Schedule**

The following information is to be used as a guide for the work you will be expected to do each week. The **BOLD** type is your guide for when your major writing assignments and essays will be assigned, then due as rough and final drafts, and finally returned. The class work listed for each week is what you should have done by the **NEXT week's** class session (ex. All the work listed for Week 1, starting August 28<sup>th</sup>, needs to be completed by the Week 2 begins on Sept 5th). Please note that although some of the dates may vary, the sequence of the work most likely will not. This calendar can also be found in the Syllabus Section of this class' Canvas website, so use it as your primary reference to determine where the course is heading and the work you need to do.

#### **Week One (8/28-9/4):**

**Read** Chapter 11 (“I Take Your Point”: Entering Class Discussions)

**Read** Chapter 1 (“They Say”: Starting with What Others Are Saying)

**Read** “2b or Not 2b?” by David Crystal [Canvas Reading]

**Write** Answer Crystal “Joining the Conversation” questions [See Canvas]

**In-class Activities:** “A Metacommentary Exchange” from Additional Activities

Exercise 1 from Chapter 1[p. 28]; “Identifying What “They Say”” from Additional Activities

#### **Week Two (9/5-9/11):**

**Read** Chapter 12 (“What’s Motivating This Writer?”: Reading for the Conversation)

**Read** Chapter 2 (“Her Point Is”: The Art of Summarizing)

**Read** “Don’t Blame the Eater,” by David Zinczenko [p. 391]

**Write:** Write a summary of Zinczenko’s essay

**In-class Activities:** Exercises 1 and 2 from Chapter 2 [p. 40]

“Summary Writing and Review” from Additional Activities

**Week Three (9/12-9/18):**

**Read** Chapter 4 (“Yes / No / Okay, But”: Three Ways to Respond)

**Read** “What You Eat Is Your Business” by Radley Balko [p. 395]

**Read** “Remarks to the NAACP National Convention,” by Michelle Obama [p. 417]

**Write:** Write a summary of and response to Radley Balko’s essay

**In-class Activities:** “A Local Issues Argument” and “An Argument Circle” from Additional Activities

**Week Four (9/19-9/25):**

**Read** Chapter 3 (“As He Himself Puts It”: The Art of Quoting)

**Read** “Escape from the Western Diet,” by Michael Pollan [p. 434]

**Read** “Food as Thought: Resisting the Moralization of Eating,” by Mary Maxfield [p. 442]

**Write:** Write first draft of Assignment 1

**In-class Activities:** Exercises 1 and 2 from Chapter 3 [p. 50]

**Week Five (9/26-10/2):**

**Read** Chapter 5 (“And Yet”: Distinguishing What You Say from What They Say)

**Read** “Lean In: What Would You Do If You Weren’t Afraid?” by Sheryl Sandberg [642]

**Read** “Dig Deep: Beyond Lean In,” by bell hooks [p. 659]

**Write** Working on Rough Draft of Assignment 1 (due Oct. 3rd)

**In-class Activities:** Exercises 1 and 2 from Chapter 5 [pp. 75-77] “Evaluating Use of the First Person” and Group Dissection of Warner's "Junking Junk Food"

**Week Six (10/3-10/9):**

**Read** Chapter 6 (“Skeptics May Object”: Planting a Naysayer in Your Text)

**Read** “Why Women Still Can’t Have It All,” by Anne-Marie Slaughter [p. 676]

**Read** “Why Men Still Can’t Have It All,” by Richard Dorment [p. 696]

**Write** Answer “Joining the Conversation” question 2 after the Dorment essay [p. 717]

**In-class Activities:** Exercise 2 in Chapter 6 [p. 91] “Playing the Role of the Naysayer” and “Identify the Naysayers” in Additional Activities

**Week Seven (10/10-10/16):**

**Read** Chapter 7 (“So What? Who Cares?”: Saying Why It Matters)

**Read** “Are Too Many People Going to College?” by Charles Murray [p. 234]

**Read** “The New Liberal Arts,” by Sanford J. Ungar [p. 226]

**Write** Complete Final Draft of Assignment 1 (due Oct. 10<sup>th</sup>)

**In-class Activities:** Exercise 2 in Chapter 7 [p. 101]; Asking and Answering “So What?” and “Who Cares?” from Additional Activities

**Week Eight & Spring Break (10/17-10/26):**

**Read** Chapter 8 (“As a Result”: Connecting the Parts)

**Read** “Confronting Inequality,” by Paul Krugman [p. 561]

**Read** “The American Dream: Dead, Alive, or on Hold?” by Brandon King [p. 610]

**Write** Find two sources for Assignment 2 and write one page on how they address the conversation/topic you’re exploring for Assignment 2

**In-class Activities:** Exercise 1 from Chapter 8 [p. 119]

“Chapter 8 Transitions Workshop” in Additional Activities

**Week Nine (10/24-10/30):**

**Read** Chapter 9 (“Ain’t So / Is Not”: Academic Writing Doesn’t Always Mean Setting Aside Your Own Voice)

**Read** “Two Years Are Better Than Four,” by Liz Addison [p. 255]

**Read** “Colleges Prepare People for Life” by Freeman Hrabowski [p. 259]

**Write** Complete Rough draft for Draft WS #2 on March 23rd (bring 2 copies to class)

**In-class Activities:** Exercises 1 and 2 in Chapter 9 [p. 128]; “A Metacommentary Exchange” from Additional Activities-Draft WS #2 on Oct. 31st

**Week Ten (10/31-11/6):**

**Read** Chapter 10 (“But Don’t Get Me Wrong”: The Art of Metacommentary)

**Read** Bowie State University Commencement Speech by Michelle Obama [p. 285]

**Write** Assignment 2 Final draft--Due Nov. 6th

**In-class Activities:** Exercise 1 in Chapter 10 [p. 137];“Titles Workshop” from Additional Activities

**Week Eleven (11/7-11/13)**

**Read** “Hidden Intellectualism,” by Gerald Graff [p. 380]

**Write** Assignment 2 due, Nov. 14th

**In-class Activities** “A Metacommentary Exchange” in Additional Activities

**Week Twelve (11/14-11/20)**

**Read** Chapter 13 (“Analyze This”: Writing the Social Sciences)

**Write** Proposal for Essay #3 due Thursday, Nov. 21st (will compose in LRC 102)

**In-class Activities:** Discuss research in the disciplines. Have students bring in a piece of writing from their discipline and analyze it, as Ackerman has.

**Week Thirteen (11/21-11/27)**

**Read** Review Chapter 4

**Write** Rough Draft Essay #3 due Nov. 28--Please bring two copies to class (THREE paragraphs) for peer review to class

**In-class Activities:** Idea workshop: As a class, discuss each student’s working argument, offering suggestions for the project.

**Week Fourteen (11/28-12/4)**

**Read** Review Chapter 2, Chapter 3, and Chapter 8

**Write** In-Class Timed Exam #2 on Nov. 30th (LRC 102)

**In-class Activities:** Any of the book exercises or additional activities in the instructor’s manual that address summarizing, quotation, and transitions.

**Week 15 (12/5-12/11)**

Read Review Chaps. 6 and 7 in *TSIS*   **meet in LRC 102**

Write **Essay #3 Final Draft Due**

**Portfolio Workshop #2--Essay #2 and Timed Write #2 Peer Review**

**Week 16—Finals Week (12/12/-12/15)**

**Attend** Last Class Meeting Tuesday, Dec. 12th--5:30-7:30PM

**Write Final Portfolio Due (will accept until 12/14)**