

Syllabus for English 150: Precollegiate Reading and Writing– Eureka Campus

Semester & Year	Fall 2017	
Course ID and Section #	E3052	
Instructor's Name	Leslie R. Leach	
Day/Time	T TH: 1:15-2:40 pm	
Location	Humanities 213	
Number of Credits/Units	3	
Contact Information	<i>Office location</i>	
	<i>Office hours</i>	
	<i>Phone number</i>	
	<i>Email address</i>	leslie-leach@redwoods.edu
Textbook Information	<i>Title & Edition</i>	<i>Mindset</i>
	<i>Author</i>	Carol Dweck
	<i>ISBN</i>	9780345473238

Course Description

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.

Student 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.

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

Syllabus for English 150: Precollegiate Reading and Writing– Eureka Campus

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.

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 if you have any questions.

Syllabus for English 150: Precollegiate Reading and Writing– Eureka Campus

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:
Leslie Leach
Email: leslie-leach@redwoods.edu
Office Hours: By appointment

College of the Redwoods

SYLLABUS

"Outside of a dog a book is a man's best friend. Inside, it's too dark to read." Groucho Marx

COURSE DESCRIPTION: 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

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.**

REQUIRED TEXTS/, MATERIALS:

- 1) Three-ring binder for handouts, with binder paper (for writing and notes)
- 2) *Mindset* by Carol Dweck
- 3) *The Power of Habit* by Charles Duhigg
- 4) *How Children Succeed* by Paul Tough
- 5) Pen, pencil, and hi-liter.
- 6) Means of back-up: flash drive & email

Triad:

Name: _____ Contact info:

Name: _____ Contact info:

The primary goals of this course are to help you in developing writing, reading, and critical thinking skills, as well as prepare you for English 1A, college writing. In order to do this, we will concentrate on reviewing grammar, doing practice exercises in our text, writing essays, and learning how to develop an argument. Beyond that--and perhaps more importantly--I want you to learn to write more powerfully, passionately, and naturally.

Emergency Response: in the event of an earthquake, we will wait in the classroom (duck and cover under desks) until the shaking has stopped. Then we will exit in an orderly way out of the north side of the building and gather on the green across the street by the pond. We will not go down to the parking lot until it has been determined that there is no tsunami risk. Cell phone use is fine, but keep in mind that cell phone circuits often overload in an emergency.

COURSE REQUIREMENTS:

Journals: After your readings, I will ask you to answer reading questions and write response journals to these readings. You'll find the journal topics posted on the website. Some of these journals will be written in class (in a timed format), and some will be written for homework. They are due in class.

Required Essay Writing: three out-of-class, formal essays of 750-1000 words. Each essay must include a prewrite and at least two drafts (the later of which must be tutored). You must keep a copy of the paper for yourself. Please save all work that goes into papers!

Summative Essay: after we've completed our three essays, you may choose one of these essays for a substantive revision which will be your summative essay. In this revision, you'll want to include stronger evidence (paraphrase, summary, quotation); a description of what your opponent is arguing and a rebuttal to that argument; stronger organization,

sentence variety, and word choice; and the correction of any remaining errors. Since this work will represent your strongest work for the semester, it should demonstrate your readiness for English 1A. This revision will count for 20% of your course grade.

Tutoring: On all three of the out-of-class essays you do, you must have an instructor/tutor conference (in the Writing Center or with me in my office). Please note: if you use the Light Center or the LAC tutoring staff, this is also okay, as long as the tutoring form is filled out and signed. After our draft workshop, you must then revise the essay and bring the assignment, the first draft, the revised draft, and the tutor form to the Writing Center for your conference. You'll need to make sure the tutor form is completed before going, as you want to assist the tutor in knowing what you want help with. There are tutor conference forms in your class packet, and you will need to have yours filled out by the tutor and then turn it in to me with the essay packet.

Late Work/Freebies: Final drafts are due at the beginning of class on the due date on your syllabus. You are allowed one late final draft for this course (there is a late paper coupon in the packet), but this may only be used on the first two papers. The freebie is good to turn in a final draft paper one week late; that's seven days. Papers that go beyond the due date lose a letter grade a day.

Draft Workshops: These are required. In order to make sure you understand how important these are, first drafts are worth 25 percent of the value of each paper. Thus, you cannot go higher than a "C" on a final draft of a paper if you have missed the Draft Workshop or come with no work at all. Absences are not acceptable on Draft Workshop days unless it is an emergency, and you have a written note from a doctor. It is not acceptable to bring handwritten drafts to workshops, and these will not be given credit. No exceptions!

Papers: All papers (and all drafts) will be typed. Typing directions for MLA (Modern Language Association) format are included just behind the paper #1 assignment in the class booklet.

Revisions: You are entitled to revise any of your paper this semester for a higher grade. (This revision can count both toward the individual paper grade and may be used as your capstone essay. In order to do a revision, however, you must attend a tutor conference and turn in all your original work, your tutor slip, and your revision. Revisions should be completed within one week of the instructor handing the work back to you.

Plagiarism: If you blatantly plagiarize a paper, and I catch you, you will automatically fail the course. Inadvertent plagiarism will result in lower grades, but you will not fail the course, although you probably will not do as well on the paper.

Turnitin.com: On all the out-of-class papers that we do, you'll be responsible to turn in your paper to the turnitin.com website, which helps all of us in insuring that all work done is original. This must be done before the paper is turned in to me; otherwise, you will receive zero points for the paper (until you do turn it in to turnitin.com). Then you'll need to return the graded paper to me (with the signed, attached cover sheet that says it's now turned in to turnitin.com). For your tardiness, you will receive half a grade off the final

grade of the paper; however, if you revise the paper, you may void the penalty, as long as the paper is turned into turnitin.com when it's returned for a new grade.

Attendance: 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 four absences for the semester. If a student misses a fifth class and 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 week 10, excessive absences will likely result in failure.

In addition, please do not arrive late or leave early without first clearing it with me. Such practices are disruptive for you and everyone else. If you do arrive late or are unprepared, or leave early that will count as 1/2 an absence. If you miss a class, please remember, it is your responsibility to find out from another student what you missed by calling someone on the phone list.

Make-up Tests or Quizzes: With tests or quizzes, if you're absent on the test day, and you don't have a doctor's note, an accident report, or an excused athletic absence for an away game, then you may make up the test or quiz, but you'll lose 25% of the grade for your unexcused absence. In other words, be there on test or quiz days. It will be your responsibility to contact me about arranging a makeup exam in the ASC section of the library. (Remember, you need a photo ID to use the ASC.)

Before Census (Week 3): Be aware that if you've missed two classes and have not turned in work, your name will be cleared from the class roster following in Week 3 (Census Week). If this is your situation, please talk to me as soon as possible. It's fairly easy to be reinstated if you're accidentally dropped, but it's easier still to avoid being dropped in the first place.

Classroom Rules:

- 1) Don't get up and go to the bathroom in the middle of the class, unless it is absolutely necessary.
- 2) Don't eat in class unless you're a diabetic, and you've indicated that to me.
- 3) Don't crinkle up paper when the writing isn't going well.
- 4) Don't come strolling in late or leave early; don't schedule appointments during class sessions.

Your Portfolio: Please save all your work this semester so that you can verify your improvement and so that you're covered in case I accidentally do not record the grade.

CONTINUED ON NEXT PAGE

Grading/Points:

Rough total (please note that this varies from semester to semester):

1) Three papers (50, 100, 200)	
(along with planning worksheets, intro paragraphs, etc.)	40%
2) Reading responses	20%
3) Capstone essay	20%
4) Grammar	10%
5) Writing Center	10%

Note: I do not grade on a curve; I use straight point tallies with 90 percent and above as an A; 80 to 89 percent as a B; 70-79 percent as a C; 60-69.5 percent as a D; work below this is usually so late or so poorly composed that is an obviously an F.

Writing Center: It's very important to understand that you must complete two things to receive the 10% of your grade for the Writing Center: 1) You must complete 22.5 hours in the Writing Center; 2) You must complete three tutor conferences on your out-of-class papers. That's one tutor conference on each paper. Should you not complete both parts of the requirement, you will lose the full 10%, which could cause you to fail.

Note: This syllabus may be modified during the course of the semester, as needed. If there are corrections or additions, these will be posted on the syllabus calendar, which can be found on the course website.