

| Syllabus for English 102: Developing Reading and Writing – Eureka Campus | | |
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| Semester & Year | Spring 2018 | |
| Course ID and Section # | 043518 (E3518) | |
| Instructor's Name | Ms. Shannon Mondor | |
| Day/Time | Tuesday and Thursday from 10:45 AM to 12:50 PM | |
| Location | Science Building, Room 210 | |
| Number of Credits/Units | 4.5 | |
| Contact Information | <i>Office location</i> | HU 119 TH from 1-2; the Writing Center TH from 2-3 |
| | <i>Office hours</i> | Thursdays from 1-3 PM and by appointment. |
| | <i>Phone number</i> | N/A. Please email me through Canvas or the address below. |
| | <i>Email address</i> | shannon-mondor@redwoods.edu |
| Textbook Information | <i>Title & Edition</i> | <i>Between the World and Me, July 2015 edition</i> |
| | <i>Author</i> | Ta-Nehisi Coates |
| | <i>ISBN</i> | 978-0-8129-9354-7 |
| | <i>Title & Edition</i> | <i>The Color of Law: A Forgotten History of How Our Government Segregated America, hardcover, 1st edition</i> |
| | <i>Author</i> | Richard Rothstein |
| | <i>ISBN</i> | 978-1-63149-285-3 |
| Course Description | | |
| <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> | | |
| Student Learning Outcomes | | |
| <ol style="list-style-type: none"> 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. | | |
| Special Accommodations | | |
| <p>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.</p> | | |
| Academic Support | | |
| <p>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.</p> | | |

Syllabus for English 102: Developing Reading and Writing – Eureka Campus

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.

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.

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: DEVELOPING READING & WRITING

Racial Inequality, Discrimination, & Privilege in America

“A mind that is stretched to a new idea never returns to its original dimension”

--Oliver Wendell Holmes

Identifying and Contact Information:

- Course meets: (E3518) Tuesday and Thursday 10:35 AM - 12:50 PM in Science Building, Room 214
- Instructor: Ms. Shannon Mondor
- Email: shannon-mondor@redwoods.edu or through the Canvas Inbox.
- Writing Center Hours: Tuesdays 1:15-2:40 PM
- Office Hours: Thursdays 1-2 PM in HU 119. Thursdays from 2-3 PM in the Writing Center. Please note that the WC closes at 2:40, so you need to come by then. I can also meet with you by appointment.
- Turnitin.com Information: Your essays will be submitted through our Canvas site rather than directly to Turnitin.com; there is no Class ID or password needed in this case.

Required Texts And Materials (available at the CR bookstore):

Required Texts: You will need to purchase your own copies of these books for class. Please buy physical books that you can write in, carry around, and read from during class. Ebooks will not work for our purposes. Audiobooks will be a good supplement, but cannot work as the only version of the text you have. We'll begin reading *Between the World and Me* in week 2, so get the book by 1/25. We'll begin reading *The Color of Law* in week 7, so get the book by 3/1. If they are not in the bookstore, please tell someone who works there that they need to order more.

- ***Between the World and Me***, written by Ta-Nehisi Coates, July 2015, Spigel & Grau publishers, ISBN 978-0-8129-9354-7. This book is available in hard cover or paperback versions, new or used. Either version is fine for class, but if the page numbers differ on your edition, you'll need to make sure you read the correct sections with us. This text will cost between \$10 and \$18, depending on the edition you buy.
- ***The Color of Law: The Forgotten History of How Our Government Segregated America***, written by Richard Rothstein, May 2017, ISBN 978-1-63149-285-3. Because this book is so new, it is only available in hard cover edition. There will not be used copies available. This book will cost between \$15 and \$27, depending on the edition you buy. Amazon.com has the \$15 price.
- **Additional readings will be distributed in class and/or posted to Canvas.**

Recommended Texts: These books are not required, but they are very useful resources to refer to if you want additional explanations about college reading and writing conventions.

- ***They Say, I Say: The Moves that Matter in Academic Writing***, 3rd edition WITHOUT readings, by Gerald Graff and Cathy Birkenstein, 2014, W.W. Norton, ISBN 978-0-393-93584-4 (around \$12 used).
- ***Academic Writing Now: A Brief Guide for Busy Students*** by David Starkey, 2015, Broadview Press, ISBN 978-1-55481-249-3 (around \$18).

Required Materials:

- A functioning **CR email** account that you check at least every two days;
- A **3-ring binder**: make sure it is large enough to keep all handouts, notes, your assignments, and drafts of papers organized throughout the semester;
- An ample supply of 8.5 x 11 inch **lined paper** to write on in class
- **An effective, reliable printing strategy**: Put money on your campus print card (for making copies and printing at the library or other campus locations) and/or get 8.5 x 11 inch plain white paper and **lots of ink** for a home printer. Printing is FREE in the WC and at EOPS, but they have limited hours, so make sure you can get your work printed and arrive on time to class.
- A **folder** for turning in your Working Portfolios for Essay #2 and Essay #3;
- A variety of writing implements, including two different colored **highlighters**;
- Two reliable means of backing-up your documents (a USB Flash drive, Google Docs, email);
- Means to access **Canvas** every day and the ability to post/upload/and download documents
- A personal **stapler** and staples to fasten your assignments.

Course Description:

English 102 is a course for developing college-level reading and writing skills. This 4.5 unit course is not transferable to a four-year university. Passing this class is the prerequisite for taking English 1A, and all of the activities and assignments in English 102 are designed to strengthen your reading, writing, and critical thinking skills to set you up for success in college and beyond.

In this course, we will explore the process of writing, critical thinking, and academic reading, mainly by looking at and learning from a variety of arguments. Students will analyze ideas and rhetorical structures in course readings as well as engage in various writing activities and daily whole group and small group discussions. The course will be student centered, meaning active and informed participation of all students is essential to our work. Lectures will be scarce, so come prepared to engage.

COREQUISITE: English 102 requires students to spend a minimum of ninety minutes every week in the Writing Center (WC), where they receive the one-to-one feedback essential to succeeding in a composition course that emphasizes the writing process and multiple revisions of academic essays. Students can also request tutoring in grammar, punctuation, and sentence skills, freeing up class time to focus on critical reading and thinking. The WC opens the second week of the semester. You will need to earn a minimum of 22.5 hours in the WC. You will need to have 8 Writing Center Conversations (WCC) this semester, which can include discussing a reading, assignment prompt, or draft of your writing, among other things. We will have our WC Orientation the first day of class and you'll pick times to attend the WC every week then.

Course Outcomes & Objectives:

My hope is that you will see this classroom as an extended writing community. This class should provide a space for you to work individually and collaboratively to discover and share ideas; give and receive critical feedback on writing; learn multiple ways to begin, develop, support, and revise your writing; read and analyze arguments carefully for their claims and evidence, appeals to emotions, and the writer behind the words; and also to provide support and encouragement for yourself and your peers as you become more proficient in the skills of college-level writers.

You will have the opportunity to hone these three Course Learning Outcomes, or CLOs:

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

Course Requirements/Grading Components:

This class has a credit/no credit grading scheme, which means you either pass or fail. Passing the class means you have demonstrated adequate skill in critical reading, college classroom conventions and behaviors, complex enough writing, and critical thinking that is required to tackle English 1A, the next English class, which provides transfer level college credit. Students must earn at least 70% across the weighted grading categories to receive credit for English 102.

Assignments & Citizenship: 20%

This part of your grade involves In-class Peer Response, Attendance & promptness, Participation, Attentiveness, Preparedness, Following course policies, Contributing to the class, Freewriting, Posting to Canvas, Group work, Asking Questions, Informal activities, Writing Center Conversations, etc...The main categories include:

○ **Writing Center/Lab:**

22.5 Hours of attendance by Friday of Finals' Week (90 minutes each week) and 8 Required Writing Center Conversations (WCC). See calendar for when these are due.

○ **Informal In-class Activities:**

Class will typically involve individual, partner, or small group work and activities involving reading, discussing, and writing. All of these activities are designed to help students gain skills needed to be successful in meeting the class outcomes; to become stronger in their self-advocacy, confidence, and independent learning; to engage in inquiry; to become better at collaborative learning; and to improve habits of the mind and behaviors used by effective and successful college students.

○ **Daily In-class Writing (ICW):**

The first 10 minutes of most classes will be spent with students writing in response to a prompt. The classroom door will be closed during this time to avoid interruption of our concentration and focus. If you arrive late, I will let you in after the ICW is complete, and you will not earn points for that activity that day. These points cannot be made up, unless your absence is officially excused, which will require documentation. Please do everything in your power to arrive on time each day.

○ **Participation, Preparedness, and Persistence:**

Unlike in high school, where you may not have needed to work much outside of class time to produce strong enough work to pass, this class has high expectations and will require extensive time outside of class, in addition to the weekly Writing Center hours, to be successful. Not everything will be easy or fun, but every activity and assignment has a purpose designed to help you improve. With time, I hope you will come to see learning challenges as fun, and meeting them as deeply satisfying. Learning is power. Every day, you should arrive on time, having done the homework, read the assigned pages, written and printed the required materials, and after all of that, be ready to talk about the ideas in the texts and in your head, connecting them to your experiences. Persistence is hanging in there through all of the tough spots, not giving up when you feel like it's too hard, asking for help when you know you need it, and pushing through obstacles and challenges, understanding that coming out the other side of them will mean you are growing, learning, and making something valuable happen from the time you invest in our course. These attitudes and behaviors are what separate success and failure, so make it your goal to practice them like you've never done before.

Reading:

20%

- 8 Meta-cognitive Reading Logs (MCRL)
- 8 Reading Responses (RR)

Essays:

20%

- Educational Autobiography—sharing your experiences with school
- Essay #1: College Mindset—analyzing your mindset and academic habits and skills
- Essay #2: Analysis of *Between the World and Me*
- Essay #3: Analysis of *The Color of Law*

Final Portfolio

20%

○ **Summative Essay**

This is a revised, longer, more complex and sophisticated version of Essay #2 or #3 resubmitted after feedback from peers, WC tutors, our EPIC Leader, and the instructor.

○ **Cover Letter**

The cover letter will explain the techniques and improvements made on the Summative Essay as well as the mindset, activities, skills, and experiences that demonstrate the writer has met course outcomes and is prepared for success in English 1A.

Course Grades:

To earn Credit, your final grade must be between 70-100; No Credit will be given for those who earn 69 or fewer points as their final grade. **Students will not earn credit for this class if their final course grade is lower than 70%, if they do not complete a passing Final Portfolio, if they do not complete at least 5 WCC, MCRL, RR and all Essays, or if they miss more than 4 class sessions.

Essay Grades:

Essays will be assessed with High Pass, Pass, Low Pass, Not Yet Passing, Rewrite, or No Credit.

Summary of Course Requirements:

Minimum Workload:

College classes spend fewer hours in class than high schools do, so more of the work needs to happen outside of class. As a general rule, expect to spend between 2-3 hours working outside of class for every hour spent in class. English 102 is a 4.5 unit class, so expect at least 9-12 hours of homework each week. Plan to read and take notes on 50 to 75 pages each week and have writing due most class meetings.

Expectations—Stay on top of your work:

Because details of your homework and assignments will be explained and handed out in class, your **regular attendance is crucial** for success in the course and for understanding individual assignments. Independent reading and writing will be necessary for each class meeting. You will often work alone or in small groups using the materials you've been asked to prepare ahead of time, so think of the homework as necessary for making the most of class time. Often, you will generate or revise writing during class using new techniques modeled for you. Not coming prepared will mean you're missing the first step in a multi-step process. Even if you don't understand everything, make it your goal to at least read all the assigned material and do your best to figure out what questions you need to ask to help you understand it.

All students are responsible for coming to class on time, being prepared, for knowing when things are due, for asking questions about things they don't understand, and for contributing to an energetic and respectful learning community. By enrolling in this section of English 102, you are committing to meeting our specific course goals and must be willing to participate in the activities and techniques involved. Please understand that genuine learning often involves discomfort with new and unfamiliar ideas and processes—expect to think deeply about challenging, complex issues that do not have simple answers. Expect to stretch your capabilities and examine everything with a critical lens. In this class, we will be cultivating the habits of mind that lead to success in college and in life: curiosity, openness, engagement, creativity, persistence, responsibility, flexibility, and meta-cognition.

Members of this class are expected to show respect and tolerance for each other. We will undoubtedly hold and explore different views on many issues, especially in a class with a theme examining racial inequality, discrimination, and privilege, but that should not prevent us from listening to and learning from each other. Please conduct yourself in a respectful, professional manner appropriate for a college classroom. Students whose behavior becomes disruptive or disrespectful will be reminded of this ground rule. If the behavior continues, you will be asked to leave and will receive an absence for the day.

Attendance:

- In order to succeed in this class, your regular presence and active participation is required. Respect the class, yourself, and your colleagues enough to arrive on time and fully prepared to discuss assigned homework and engage thoughtfully in class activities.
- Coming more than 15 minutes late will be counted as ½ an absence. Arriving late, leaving early, or disappearing for extended time during class will be noted, and this time away from class equals one absence for every three infractions. Coming a few minutes late every day will negatively impact your progress, and it will also disrupt our learning environment. It will also mean that you will have to wait outside while the class completes the daily In-class writing (ICW), which is an activity designed to set students up for success and activate prior knowledge about what we'll discuss, do, talk about, and learn that day. Be present for our daily warm-ups that are designed to set you up for success.
- Attendance will be taken at the beginning of class every day. If you are late, it is your responsibility to check in with me to be sure I have marked you present.
- Please contact me by email to inform me when you will be unable to attend class.
- You are responsible for finding out what you missed in class; we always do something important that is on your calendar. I will not be available to go over material that you have missed due to absences. Please get contact information from some fellow students so that you can ask them to fill you in.
- **Missing classes does not extend deadlines: you are responsible for work that is due the day you are absent and the day you return.** This is true for athletes and students who are participating in official CR activities for which they are excused from class; work is still due on time.

Any student who does not demonstrate a clear commitment to meeting the policies and requirements of the class by the census day (week 3) may be dropped from the roster.

You may miss up to 4 classes and still earn credit for the course. Your first 3 absences will not result in lost points, except for missing the daily ICW and other participation points, unless you do not submit your work on time. Your 4th absence will subtract 5 points from your overall course grade. **On your fifth absence, you will fail the course.** If the 5th absence occurs before the end of week 10 of the semester, you will be dropped from the course, which may have serious consequences on your student status, financial aid, and other obligations. This English Department policy is not negotiable.

Student athletes and others absent for participation in official CR activities must communicate their travel schedule and days they will be absent from class before the absences, not after, for there to be any flexibility on assignment deadlines.

Writing Center (WC): Located in LRC 102/476-4100 x4686- The WC is open 10 AM to 4:15 PM Mondays & Tuesdays and 10:00 AM to 2:40 PM Wednesdays and Thursdays. The WC Director is Wendy Butler, and she is a friendly, knowledgeable person who loves to help students succeed. The WC is also staffed with helpful writing tutors and English instructors who will conference with you, show you how to format documents, help you figure out assignment directions, and lots of other things. The WC is an excellent resource to get feedback on your writing at any point in the writing process, from coming up with a topic, narrowing your thesis, providing more examples or kinds of support, or finding out how convincing your argument is to a real audience. Don't be shy about using their expertise to develop your skills. It is also an important place to talk about what you are reading, since most of your writing assignments will be based on the readings. You will need to have 8 Writing Center Conversations this semester, and they will be due on specific days throughout the term. You should find a tutor or instructor you feel comfortable sharing ideas with, and don't stress about your skills not being up to par yet—that is exactly why they are there to talk with you. **The WC also has FREE printing!**

You will have two WCC meetings while writing Essay #2 and two WCC meetings while writing Essay #3. By then, you will have had a few informal conversations to help with an MCRL or RR, so I hope the early weeks help you become familiar with how the WC works. Please be prepared with your WCC sheet, the essay assignment sheet, and a copy of your draft when you sign up for a writing conference for an essay draft. **You will need to complete 22.5 hours in the WC by Friday of Final Exam week.**

Peer Response Groups (PRGs): You will be meeting with your classmates in small groups once for Essay #2, Essay #3, and the Summative Essay for Final Portfolio. These groups will provide you with additional feedback on your writing and an opportunity to provide helpful and constructive feedback to your peers. These are crucial class days. These groups are impossible to reproduce outside of class. You will need to bring 4 copies of your draft on these days. **If you come unprepared for a PRG or do not participate in one at all, you will also lose substantial points on your essay and participation grades.**

Meeting Deadlines-

Due dates for assignments are in the course calendar, which will be distributed the first week of classes. Assignments are due at the beginning of class on the designated due date. Technological difficulties, personal crises, illness, other commitments, or absences are not exceptions. **Submitting work after the deadline will result in significant grading penalties unless an extension has been requested and granted in advance.** Communicate with me before due dates to request extensions or alternate due dates, if necessary. For students current on course work and regularly attending class, occasional extensions may be granted, but such decisions will be at the instructor's discretion. Please ask.

You will receive four late coupons that may be used for an MCRL, an RR, a WCC, or an Essay Feedback draft. Late Coupons stapled to your assignment allow you to hand in an assignment up to one week after the day the assignment was originally due without penalty to your grade (For example, a RR originally due 3/10 can be turned in by 3/17). **Late coupons cannot be used for the rough drafts due on Peer Response Group days or the Final Portfolio.

Work will not be accepted for credit more than one week after the original due date.

Essay Format & Guidelines:

Essays: Your essays should show evidence of your professionalism, organization, and attention to requirements. Your writing will be assessed on providing evidence of engaging in inquiry about an important topic, going through a writing process, attention to deadlines, having a narrow argumentative thesis, developing several main supporting paragraphs that have arguable topic sentences, organization, transitions, effective evidence to substantiate your claims, and grammatical correctness.

Each part of the writing process is important, so you need to organize and KEEP EVERY ASSIGNMENT created as part of drafting each essay because they will all be turned in with the revised draft in the Essay Working Portfolio. You will get substantial feedback on the essays to help you continue improving. You will be revising Essay #2 or Essay #3 into the Summative Essay, which is worth 20% of the course grade, which makes it all the more important to save all of your work until the semester is finished.

Format: All assignments should be typed using a standard 12-point font (Calibri, Ariel or Times New Roman). Please use 1" margins and double-space. For drafts, it is fine (and encouraged) to use paper that already has writing on one side; however, final drafts should be on clean paper.

Headings: All work should have a heading that includes: your name, class name and the time of your section (i.e. English 102 8:30 AM or 10:45 AM), assignment title, due date, and a word count. The Word Count is under the Tools bar in the word processing program. The heading should be single-spaced and appear in the upper **left** hand corner of your paper's first page. It does not need to be in the header.

Example Heading:

Your name
Shannon Mondor
English 102 10:45 AM section
Essay #1, PRG Draft
2/17/18
Word Count: 823

Working Portfolios: For each paper, you will submit a Working Portfolio that contains all stages of your writing process. Cover Sheets will detail all required assignments, and you will need to complete them **before** coming to class. Each folder will contain some freewriting, a working thesis, ideas for arguable topic sentences, your plans for organization (an outline), a WCC form, peer response advice, the zero draft, the peer review draft, postwrites, and the revised essay draft that you want me to read and provide feedback on. These shorter assignments help you build a strong, interesting argument. They also protect you against charges of plagiarism by providing a record of your work. Revised drafts of essays must be uploaded to Canvas, where they will be automatically submitted to Turnitin.com.

Extra, Extra:

- **GET CONNECTED!** Activate your school email account and become familiar with Canvas. I will send emails and post announcements through that system. Check your email and our Canvas site at least once every two days. This course, while face-to-face, will feature Canvas as a significant element of what we do—materials, information, links, and assignments will be available and explained in detail online. Some homework assignments will need to be posted to Canvas Discussion threads as well as being submitted in paper form during class. I realize that many of you are not all that technologically savvy yet, at least with educational uses. We will spend time in class practicing the skills you need. Ask me to explain and model things that are unfamiliar to you. I am happy to help you learn. The WC staff and the free drop-in computer lab classes can also help with technology and formatting issues.
- **COMMUNICATION & FEEDBACK TIMELINES:** I will respond to weekday emails sent before 5 PM within 24 hours. I will respond to evening or weekend emails within 48 hours. I will return shorter work (MCRL, RR, WCC) with evaluations and feedback within one week. I will return essays with evaluation and feedback within two weeks. I will update Canvas grades at least every two weeks. Not all work will be collected, especially work completed during class, but credit will be earned for what you produce, so be sure to keep it organized and accessible.
- **UNPLUG!** Please turn off your electronic devices (mainly cell phones) before you come to class so that there are no disturbances during our class session. In the case of an emergency, inform me at the beginning of class concerning the potential interruption. Take your headphones off and **leave devices in your bags**, not in your laps or on the desktop. If you use a device for learning purposes, that's okay, but don't abuse this option. Don't plan to read from your phone; please bring books.
- **MAINTAIN INTEGRITY!** Academic Dishonesty/Plagiarism is not permitted at the college level, and it can have serious consequences. Students are responsible for knowing the policies at this college. Please familiarize yourself with these policies, which are available in detail in the College of the Redwoods catalog. If you plagiarize, you will not only embarrass yourself and waste our time, at minimum you will not only fail the assignment, but could possibly fail the course. You could even be expelled from college. You are here to learn and grow; only by doing your own work is that possible.
- **WRITE FOR A PUBLIC AUDIENCE:** All writing done for this course should be of a public nature, meaning that you should expect to share it with your peers and the instructor. Expect your writing to be read and responded to in diverse ways by a variety of readers. You are not only writing to the teacher or for credit, but to communicate and persuade authentic audiences about your ideas.
- **OUR SYLLABUS IS OUR CONTRACT:** You are responsible for adhering to the guidelines and understanding the information presented in this syllabus. Please ask questions about any information that is unclear today, next class, or whenever you realize you need to.

**Policies, procedures, and assignment due dates (in the course calendar at the end of this syllabus) may be changed due to extenuating circumstances. All changes will be announced in class at minimum one class session before assignments are due. It is your responsibility to stay informed of these changes, including when you are absent, so please get contact information from some classmates who can fill you in on the changes.

Available Support Services:

EPIC Leader:

Our class is very lucky to have an EPIC Leader who will attend all class sessions and basically be a super student in our course. S/he will also hold weekly study sessions to help cover questions and material you want to explore or discuss in more detail. We'll share details about our EPIC Leader at our first class.

Our EPIC Leader is: _____

Our EPIC Sessions will happen: _____

Academic Support Center (ASC)-

The ASC helps students reach their educational goals by developing their academic skills and encouraging them to become independent learners. The ASC is located in the back part of the LRC (library). They are open Monday-Thursday 8 AM to 9PM and Friday 8 AM to 4 PM.

DSPS/Special Needs- If you have a documented disability and would like to discuss academic accommodations, contact me as soon as possible (Ideally, no later than the second week of class). If you suspect you have a disability, be aware that it takes a long time for these needs to be formally documented by the college, so initiate the process soon. Documented special needs can make you eligible for a variety of support services, such as extra time on exams, personal tutoring, and other DSPS accommodations to help ensure your success.

Please exchange contact information with other students in case you miss class. If you click with the person you interview today, that might be the first name and contact information you include. Each day, make it a goal to meet a new person in the class and make connections with your peers when you work in small groups. Learning everyone's names is crucial us to forming a strong community. You can also email anyone in our class through your Canvas Inbox:

1. Name: _____ email: _____ phone: _____

2. Name: _____ email: _____ phone: _____

3. Name: _____ email: _____ phone: _____

What questions do you have about any of the terminology (words), policies, procedures, or your responsibilities in our class?

What is your plan to acquire the required books and materials for class?

| Week | Tuesday Activities | Thursday Activities |
|------|--|--|
| 1 | 1/16 <ul style="list-style-type: none"> Course Overview Interviews & Introductions Freewriting (ICW) Canvas Demo Writing Center Orientation | 1/18 <ul style="list-style-type: none"> Syllabus Quiz Education Experience Mapping “Brainology” “Grit” TED Talk Introduce Educational Autobiography, MCRL, and Writing Center Conversations |
| 2 | 1/23 <ul style="list-style-type: none"> Educational Autobiography DUE Introduce College Mindset: Essay #1 “How to Mark a Book” Active Reading/Reading History “How to Succeed in School” Practice MCRL & Summary | 1/25 <ul style="list-style-type: none"> Writing Process Essay Structure Rhetorical Situations Practice MCRL & Summary (mindsets) Pre-reading activities for Coates Introduce & practice Reading Responses (RR) |
| 3 | 1/30 <ul style="list-style-type: none"> Essay #1: College Mindset DUE Discuss Learning Strategies & Mindset <i>Between the World and Me</i> (1-71) MCRL #1 (pp.1-71) Talk to the Text; Think Aloud Practice Reading Responses (RR) | 2/1 <ul style="list-style-type: none"> NO CLASS TODAY—EPIC Session instead <i>Between the World and Me</i> Part 1 RR #1: bring a draft to work on with peers |
| 4 | 2/6 <ul style="list-style-type: none"> RR #1 (pp. 1-71) Practice Quote Sandwiches <i>Between the World and Me</i> (75-132) MCRL #2 (pp. 75-132) WC Conversation #1 (Coates) | 2/8 <ul style="list-style-type: none"> Essay #1 Returned; Revision Plan <i>Between the World and Me</i> Part 2 (75-132) RR #2 (pp. 75-132) Talk to the Text; Think Aloud They Say, I Say & Templates |
| 5 | 2/13 <ul style="list-style-type: none"> <i>Between the World and Me</i> (1-132) MCRL #3 (pp. 133-152) Talk to the Text; Think Aloud Introduce Essay #2; Prewriting | 2/15 <ul style="list-style-type: none"> <i>Between the World and Me</i> Part 3 (133-152) RR #3 (pp. 133-152) Collages: State of the American Dream? Essay #2 Prewriting |
| 6 | 2/20 <ul style="list-style-type: none"> Discuss <i>Between the World and Me</i> Zero Draft of Essay #2 Thesis Statements Response Techniques | 2/22 <ul style="list-style-type: none"> Draft of Essay #2: Peer Review Topic Sentences Organization & Paragraph structure WC Conversation #2 (Essay #2) |
| 7 | 2/27 <ul style="list-style-type: none"> In-class work on Essay #2 Thesis Workshop WC Conversation #3 (by 2/28) | 3/1 <ul style="list-style-type: none"> Revised Essay #2 DUE <i>The Color of Law</i>: Preface (vii-xvii) Talk to the Text; Think Aloud Building Schema & Vocabulary |
| 8 | 3/6 <ul style="list-style-type: none"> <i>The Color of Law</i>: Ch. 1, 2, 3 (3-58) MCRL #4 (pp. 3-58) Reading Strategies | 3/8 <ul style="list-style-type: none"> NO CLASS TODAY—EPIC Session instead Discuss <i>The Color of Law</i> Ch. 1-3 RR #4 (pp. 3-58): Submit via Canvas by midnight 3/9. |

| Week | Tuesday Activities | Thursday Activities |
|-------|---|--|
| 9 | 3/20 <ul style="list-style-type: none"> Discuss Rothstein Ch. 1-4 <i>The Color of Law</i>: Ch. 4-7 (59-114) MCRL #5 (pp. 59-114) | 3/22 <ul style="list-style-type: none"> Essay #2 Returned; Revision Plan Discuss <i>The Color of Law</i> Ch. 5-7 RR #5 (pp. 59-114) WC Conversation #4 (Rothstein) |
| 10 | 3/27 <ul style="list-style-type: none"> <i>The Color of Law</i>: Ch. 8, 9, 10 (115-176) MCRL #6 (pp. 115-176) | 3/29 <ul style="list-style-type: none"> Discuss <i>The Color of Law</i> Ch. 8-10 RR #6 (pp. 115-176) |
| 11 | 4/3 <ul style="list-style-type: none"> <i>The Color of Law</i>: Ch. 11, 12, Epilogue and Appendix (pp. 177-240) MCRL #7 (pp. 177-240) Introduce Essay #3 Prewriting & Invention | 4/5 <ul style="list-style-type: none"> Discuss <i>The Color of Law</i> Ch. 11-Epilogue RR #7 (pp. 177-240) WC Conversation #5 (Rothstein) Collage Essay #3 Prewriting |
| 12 | 4/10 <ul style="list-style-type: none"> Discuss/review <i>The Color of Law</i> Zero Draft of Essay #3 Thesis Statements & Topic Sentences Adding solid evidence | 4/12 <ul style="list-style-type: none"> Draft of Essay #3: Peer Review WC Conversation #6 (Essay #3) Claims and Evidence |
| 13 | 4/17 <ul style="list-style-type: none"> In-class work on Essay #3 Thesis workshop WC Conversation #7 (by 4/18) Descriptive Outlines | 4/19 <ul style="list-style-type: none"> Revised Essay #3 DUE: Feedback Draft Introduce Final Portfolio Listen & Read “The Case for Reparations” |
| 14 | 4/24 <ul style="list-style-type: none"> Final Portfolio Overview Cover Letters “The Case For Reparations” MCRL #8 (“Case For”) | 4/26 <ul style="list-style-type: none"> Essay #3 Returned; Revision Plan “The Case for Reparations” RR #8 “Case For” Integrating and analyzing quotes |
| 15 | 5/1 <ul style="list-style-type: none"> “The Case for Reparations” Discuss intertextuality & synthesis Review essay & paragraph structure Summative Essay Thesis workshop Cover Letter Draft: Peer Review | 5/3 <ul style="list-style-type: none"> Peer Review on Summative Essay WC Conversation #8 (Summative Essay) Reflection on WC Conversations Moving forward: English 1L and WC for 1A Group work |
| Final | Office Hours will be from 10:30 to 12:30 in WC on Tuesday this week. | <ul style="list-style-type: none"> Final Portfolio is Due Thursday 5/10 at 10:45 AM <p>Have a wonderful summer and experience in English 1A!</p> |