

Syllabus for Pre-collegiate Reading and Writing– Eureka Campus		
Semester & Year	Spring 2018	
Course ID and Section #	English 150 E3528	
Instructor’s Name	Leslie R. Leach	
Day/Time	T Th 1:15-2:40 pm	
Location	HU 106	
Number of Credits/Units	3	
Contact Information	<i>Office location</i>	HU 119
	<i>Office hours</i>	T Th 10:30-11:30 am
	<i>Phone number</i>	N/A
	<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		
<p>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.</p>		
Student Learning Outcomes		
<ol style="list-style-type: none"> 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		
<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>		
Academic Honesty		
<p>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</p>		

Syllabus for Pre-collegiate Reading and Writing– Eureka Campus

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.

Syllabus for Pre-collegiate Reading and Writing– Eureka Campus

English 150 Pre-collegiate Reading and Writing-3 units
Email: leslie-leach@redwoods.edu
Humanities Building 207 T, Th – 1:15-2:40 a.m.

Instructor: Mrs. Leslie Leach
Office Hours: T Th 10:30-11:30 a.m.
HU 119

Welcome to English 150

“The cure for boredom is curiosity. There is no cure for curiosity.” – Dorothy Parker
My goals are to welcome you to the community of writers and to put you at ease by demonstrating that good writing is not accomplished by inspired geniuses, but by people who are willing to work hard. You will examine your own thinking through reading, thinking about what you’ve read, and writing about what you think about what you’ve read. You will improve your writing through practice: writing rough drafts, sharing them with me and your peers, then revising, proofreading, and editing your drafts. Using this writing process, you will write essays in Standard Written English based on the modes of critical analysis and argumentation. Readings and discussions, as well as writing improve your critical thinking skills and enable you to explain and evaluate prose.

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 and materials: Three-ring binder for handouts, with binder paper (for writing and notes)

- 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) Access to a computer with Internet and a printer
- 7) Means of back-up: flash drive and email

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.

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.

If you miss a class, please remember, it is your responsibility to find out from another student what you missed.

Syllabus for Pre-collegiate Reading and Writing– Eureka Campus

Canvas: Please check Canvas regularly. Supplemental materials, information, handouts, are posted on Canvas. Access Canvas by logging in with the first part of your CR email address [BBaggins111] and your birthday [09201981]. This class, and all English classes, use the MLA format for papers. A template for this format is available on Canvas. Download this template and use it for all papers and homework. Please read all announcements and emails from me in a timely manner. Not checking your Canvas account is not an excuse for not knowing or not fulfilling requirements. Always use your CR email to contact me.

Classwork: Bring the book we are currently reading as well as all the papers you download to each class. We will practice many important skills during our in-class workshops. Often, these activities will carry over from one class to the next. Sometimes, we will start the exercise in class, and you will finish it as homework. All of these exercises and activities count toward your overall grade, so keep track of them and turn them in.

Homework: The reading assignments are challenging, requiring extra effort for full comprehension. The writing assignments about the readings will help you develop reading strategies and critical thinking skills. The reading homework will form the foundation for the formal essays you will be writing. If you do not fully comprehend the readings, you will have difficulty synthesizing them into your own analytical and argumentative writing. Late homework must be turned in within one week. After that, I will no longer accept it. If you wish to revise homework for a better grade, the revision (along with the original graded assignment) must be turned in before or on the revision due date. All writing and reading homework must be in the MLA format, Homework that is not in the suitable format will not be accepted and will be considered late.

Essays: Essays must address all parts of the essay assignment, including the prompt, the format, and the minimum word requirements. Essays that do not fulfill the minimum word requirement will not receive full credit. All essays must be formatted in the Modern Language Association (MLA) style. Essays that are not in a suitable format will not be accepted. There is a template set up in the MLA format available for download on Canvas.

In this class, the writing process is important. Your participation in each step of the process will improve the quality of your papers. Although you may be permitted to revise a disappointing essay, it's better to **revise** your drafts before the final draft is due rather than after you have received a poor grade. That said, it is always better to turn in something because I cannot help you if you don't give me anything to respond to. A grading rubric will be provided for your essays. You must submit the final draft of your essays to Turnitin, a website that checks for plagiarism, before the final draft is due. You upload your essay through Canvas. Failure to do so will result in a zero on that essay. Be aware that Turnitin has challenges with Googledocs and certain Ipad formats, so you may need to translate your documents into MS Word before you upload. You have one week to turn in a late paper. After that, it will not be accepted. Revisions must be turned in within two weeks of the original due date. The essays you write will include source material. In class you will learn to use source material correctly, effectively, and appropriately. Essays should be no more than 25% source material. If your essay contains undocumented source material (plagiarism), you will receive a 0.

Common Courtesy: Common courtesy includes being civil to the instructor and classmates, being on time, not disrupting the class for any reason, having cell phones turned off or on vibrate, letting me know if you're a caretaker who may have to answer your cell phone during class, not eating or drinking in the classroom, except for water, returning to class on time after break, and in general, being considerate of the instructor and the other students in the class. Inappropriate language, cursing,

Syllabus for Pre-collegiate Reading and Writing– Eureka Campus

racial, ethnic, sexist, or heterosexist epithets will not be tolerated. Any deliberate disruption of the class will be grounds for your dismissal for that day and the following day. Further deliberate disruption will be grounds for your suspension and expulsion. Although the last two sentences may sound harsh, please keep in mind that someone has paid for the students to be in the class whether it's the students themselves who have paid, their parents, or California taxpayers. Someone has paid for the students in the class to be able to learn, and they can't learn if I have to stop class due to disruptive behavior.

Using electronic devices in class may not seem like disruptive behavior, but electronic devices should be turned off and put away during class time. There may be times when your Ipad or smart phone may be useful to do some research or look something up on Canvas; however, if you are texting when you should be listening or participating in a class activity, you will be asked to put away your phone. Having me ask you to turn your electronic device off and put it away is causing a disruption. Finally, any sound from your digital devices should be muted or turned off. Please

It is against CR policy for unenrolled people to sit in on classes. Please do not bring guests to class. Ask your friends or family to wait for you outside. Please don't put me in the awkward position of asking people to leave. Thank you for your cooperation on this.

Be Prepared: Being prepared means being on time for class, having done all the required reading and writing, having your textbook and papers, notebook paper and pen/pencil with you, and being prepared to participate in small group or whole class discussions or other class activities. Being even five minutes late for class may mean you have missed important information on an assignment, or instruction for the activity of the day. For the most part, you must bring the *Mercury Reader* and *The Bedford Handbook* to each class. If you are late, please do not expect me or other students to stop what we are doing to catch you up. Pick up the handout and/or read the board.

Responding to Writing: You will be sharing your writing with your classmates. Please consider everything you write in English 1A as public. Don't write anything for this class that you're not willing to have your classmates read and discuss.

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.

Grades

Writing	Essay #1:	10%
	Essay #2:	15%
	Essay #3:	15%
	Summative Essay	20%

Reading

Reading Assignments	15%
---------------------	-----

Writing Center	10%
-----------------------	-----

Grammar

Exercises and Quizzes	10%
-----------------------	-----

Syllabus for Pre-collegiate Reading and Writing– Eureka Campus

Class Participation

5%

Grading: The instructor uses letter grades. I also use Rubrics on Canvas. The Rubrics are attached to the Assignments. Make sure you review the Graded Rubric to see where you can improve your performance. Assignments are weighted. Please check Canvas regularly to review your grades. If you notice an error, please bring me the graded assignment so I can correct it. Missing Assignments will receive a 0 until they are turned in. I accept late and make-up work if it is turned in within a week of the due date. I will accept revised essays if they are turned in before or on the revised essay due date. Keep track of your grades and missing assignments on Canvas. The last week of class or after final grades have been posted is too late to wonder about missing grades or missing assignments. Grades will be posted on Gradebook, not on the hardcopy to preserve your privacy.

Now that you have read the course information carefully and completely, please don't forget or think that I've forgotten that you're here to learn, not because you already know everything. You may speak to me about grades you receive for course work after you have carefully checked your work against the rubric for essays or otherwise gone over your work to be sure that you need to speak to me.

This syllabus is a contract between student and instructor. Be sure that you understand the content of the course policies because if you stay in the course, you are accepting them. I will hold you to them.

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.

English 150 Syllabus*

Week 1

Tuesday, January 16

HW:

- 1) Read "Brainology" in Canvas
- 2) Print out the MLA Format Directions in Canvas. Look at the example of a paper using the MLA format so you can see how it should look.
- 3) Write your educational autobiography using the MLA format to the best of your understanding.

Thursday, January 18

HW:

- 1) Read chapters 3 and 4 in *Mindset*
- 2) Answer reading questions using the MLA format for chapters 3 and 4 of *Mindset*. **Submit through Canvas before class on Tuesday, January 23rd.**

Week 2

Tuesday, January 23

- 1) Read and annotate Chapter 5 of *Mindset*

Thursday, January 25

HW:

- 1) Read and annotate Chapter 6 of *Mindset* (From now on in this syllabus, when reading is assigned, understand that you should be annotating the text as you read.)
- 2) Answer the reading questions using the MLA format for chapters 5 and 6 in *Mindset*. **Submit through Canvas before class on Tuesday, January 30th.**
- 3) Complete planning worksheet for Essay 1. Bring your completed planning sheet to class on
- 4) Begin writing the Rough Draft of Essay 1 due Thursday, February 1.
- 5) Decide when you want to have a conference with a tutor or an instructor at the Writing Center on your draft of Essay 1. Of course, you may have more than one Writing Center conference, but a completed Writing Center conference form is due before or on the day the Final Draft of Essay 1 is due. **The final draft of Essay 1 is to be submitted through Canvas before class on Thursday, February 15th.**

Week 3

Tuesday, January 30

HW:

- 1) Finish Rough Draft of Essay 1. **Submit the Rough Draft of Essay 1 through Canvas before class on Thursday, February 1.**

Thursday, February 1

HW:

- 1) Go to Canvas. Open Pages. Look at the Subjects, Verbs, & Prepositional Phrases SVPP Slide Show. Read it closely, make notes of questions you have. Then look at the list of prepositions in Canvas and print it out to use in class Tuesday, February 6th.
- 2) Read the Prologue and Chapter 1 of *The Power of Habit*

Week 4

Tuesday, February 6

HW:

- 1) Read Chapter 2 of *The Power of Habit*
- 2) Finish the handout for setting up quotations if it wasn't finished in class.
- 3) Print out and Complete SVPP Exercise 1 on Canvas

Thursday, February 8

HW:

- 1) Read Chapter 3 of *The Power of Habit*
- 2) Answer the reading questions using the MLA format for the Prologue and Part One of *The Power of Habit*. **Submit your answers through Canvas before class on Tuesday, February 13.**
- 3) Print out and Complete SVPP Exercises 2 and 3 on Canvas
- 4) Bring your Rough Drafts of Essay 1 to class on Tuesday, February 13

Week 5

Tuesday February 13

HW:

- 1) Complete Final Draft of Essay 1 and **submit it to Canvas before class on Thursday, February 15th.**
- 2) Begin reading chapters 4, 5, 6, and 7 (Part 2) of *The Power of Habit*
- 3) Begin answering the reading questions for chapters 4, 5, 6, and 7 (Part 2) of *The Power of Habit* that are due before class **Tuesday, February 20th.** **Submit your answers through Canvas.**
- 4) Print out and Complete SVPP Exercise 4

Thursday, February 15

HW:

- 1) Finish reading chapters 4, 5, 6, and 7 (Part 2) of *The Power of Habit*

- 2) Finish answering the reading questions for chapters 4, 5, 6, and 7 (Part 2) of *The Power of Habit* that are due before class **Tuesday, February 20th. Submit your answers through Canvas.**
- 3) Print out and Complete SVPP Exercises 5 and 6 on Canvas.

Week 6

Tuesday, February 20

HW:

- 1) Begin reading chapters 8, 9, and the Afterword (Part 3) of *The Power of Habit*
- 2) begin answering the reading questions for Part 2 that are due before class **Tuesday, February 27th. Submit your answers through Canvas.**

Thursday, February 22

HW:

- 1) Take SVPP Quizzes 1, 2, and 3 on Canvas. The quizzes are to be taken on Canvas.
- 2) Finish reading chapters 8, 9, and the Afterword (Part 3) of *The Power of Habit*
- 3) Finish answering the reading questions for chapters 8, 9, and the Afterword (Part 3) that are due before class **Tuesday, February 27th. Submit your answers through Canvas.**
- 3) Finish planning sheet for Essay 2
- 4) Begin writing the Rough Draft of Essay 2 due Thursday, March 1st.
- 5) Decide when to have a conference with a tutor or an instructor at the Writing Center on the draft of Essay 2. Of course, you may have more than one Writing Center conference, but a completed Writing Center conference form is due before or on the day the Final Draft of Essay 2 is due. The Final Draft of Essay 2 is to be submitted through Canvas before class on Tuesday, March 20th.
- 3) **OPTIONAL:** If you want to revise Essay 1 for a better grade, that revision is due Tuesday, March 6th. You must let me know right away if you want to revise to receive instructions about the revision.

Week 7

Tuesday, February 27

HW:

- 1) Finish writing the Rough Draft of Essay 2 that is **to be submitted through Canvas before class on Thursday, March 1st.**

Thursday, March 1

Due through Canvas: Rough Drafts of Essay 2

HW:

- 1) Read the Introduction and Chapter 1 of *How Children Succeed*
- 2) Answer the reading questions using the MLA format for the Introduction and Chapter 1 of *How Children Succeed*. **Submit your answers through Canvas before class on Tuesday, March 6.**
- 3) Take SVPP Quizzes 4, 5, and 6. These quizzes are taken on Canvas.
- 4) Review clauses and phrases slide show in Canvas
- 5) Print out and complete Clauses and Phrases (C/P) Exercises 1 and 2

Week 8

Tuesday, March 6

HW:

- 1) Print out and complete C/P Exercise 3
- 2) Begin reading chapters 2, 4, and 5 of *How Children Succeed*. (You are welcome to read Chapter 3, but it is not required).
- 3) Begin answering reading questions for chapters 2, 4, and 5 of *How Children Succeed* that are due before class **Tuesday, March 20. Submit your answers through Canvas.**

Thursday, March 8

HW:

- 1) Revise, proofread, and edit Essay 2 that is **to be submitted through Canvas before class on Tuesday, March 20th**.
- 2) Finish reading chapters 2, 4, and 5 of *How Children Succeed*. (You are welcome to read Chapter 3, but it is not required).
- 3) Finish answering reading questions for chapters 2, 4, and 5 of *How Children Succeed* that are due before class **Tuesday, March 20. Submit your answers through Canvas.**
- 4) Print out and complete C/P Exercises 4, 5, and 6 that are due Thursday, March 22nd.

Spring Break - Tuesday, March 13 and Thursday, March 15

Week 9

Tuesday, March 20 – No class/Instructor Absence

Thursday, March 22

HW:

- 1) Take C/P Quizzes 1, 2, and 3. These quizzes are taken on Canvas.
- 2) Read counter argument to *How Children Succeed*

Week 10

Tuesday, March 27

HW:

- 1) Take C/P Quiz 4
- 2) Complete planning sheet
- 3) Write Rough Draft of Essay 3 that is **to be submitted through Canvas before class on Tuesday, April 3rd**. Decide when you want to have a conference with a tutor or an instructor at the Writing Center on the draft of Essay 3. Of course, you may have more than one Writing Center conference, but a completed Writing Center conference form is due before or on the day the Final Draft of Essay 3 is due. The final draft of Essay 3 is to be submitted through Canvas before class on Tuesday, April 17th.
- 4) **OPTIONAL:** If you want to revise Essay 2 for a better grade, that revision is due Thursday, April 5th. You must let me know right away if you want to revise to receive instructions about the revision.

Thursday, March 29

HW:

- 1) Finish writing the Rough Draft of Essay 2 that is **to be submitted through Canvas before class on Tuesday, April 3rd**.
- 2) Take C/P Quizzes 5 and 6.

Week 11

Tuesday, April 3

Thursday, April 5

- 1) Collect Revised Drafts of Essay 2

Week 12

Tuesday, April 10

HW:

- 1) **Revise Rough Draft of Essay 3**

Thursday, April 12

1

HW:

1) Bring clean draft of Essays 1 and 2 to class

Week 13

Tuesday, April 17

Thursday, April 19

1) Work on punctuation of Essays 1 and 2.

Week 14

Tuesday, April 24

HW:

1) Begin completing Revision Intention sheet for Summative Essay

Thursday, April 26

HW:

1) **Finish writing the Final Draft of the Summative Essay**

Week 15

Tuesday, May 1

HW:

1) **Proofread and edit the Final Draft of the Summative Essay. Submit the Final Draft of the Summative Essay to Canvas before class on Thursday, May 3rd.**

Thursday, May 3

Week 16

Finals Week

Thursday, May 10, 1:05-2:39

***This syllabus is subject to change.**