

Syllabus for ENGL-102– Del Norte Education Center

Semester & Year	Fall 2018	
Course ID and Section #	ENGL 102 D4974	
Instructor’s Name	Professor Ruth Rhodes	
Day/Time	Class: M/F 9:00-11:05 and W 9:00-10:25	
Location	DM 15	
Number of Credits/Units	4.5	
Contact Information	<i>Office location</i>	E7 in the “Faculty Club House”
	<i>Office hours</i>	Mondays and Tuesdays 11:30-12:30 (Outside of those times, feel free to make an appointment or just drop in—I might be available)
	<i>Phone number</i>	707-465-2336
	<i>Email address</i>	Ruth-Rhodes@redwoods.edu
Textbook Information	<i>Title, Edition, Author, and ISBN #</i>	<ol style="list-style-type: none"> <i>Scarcity: Why Having Too Little Means So Much</i> by Sendhil Mullainathan and Eldar Shafir, Times Books, ISBN#: 125005611X <i>Easy Writer, 4th Edition</i> by Andrea A. Lunsford, Bedford St. Martin’s ISBN 131905076X <p>If you have a choice, please do NOT buy e-books for this class. I also recommend buying rather than renting so that you can highlight and write notes in your books.</p>
<p><i>“Education is not the learning of facts but the training of the mind to think.”</i> -Albert Einstein</p>		
<p>Course Description English 102 is 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.</p>		
<p>Student Learning Outcomes</p> <ol style="list-style-type: none"> Critically read and respond to argumentative texts Develop thesis-driven, well-supported, organized essays Lab: Use feedback to support reflective learning, academic inquiry, reading, writing, revision, grammar and proofreading skills 		
<p>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</p>		

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[Disabled Students Programs and Services](#). Students may make requests for alternative media by contacting DSPS at 707-465-2352.

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 student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

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; physically or verbally abusive behavior. In such cases, where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, he or she may be reported the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

<http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>.

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

Emergency Procedures for the Del Norte campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Crescent City campus emergency map is available at (<http://www.redwoods.edu/delnorte/Maps-and-Directions; scroll down to the Safety Map>). For more information on Public Safety, go to <http://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 campus authorities.

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

Syllabus for ENGL-102– Del Norte Education Center

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, 707-476-4112, security@redwoods.edu, if you have any questions.

Note from Professor Rhodes: Our evacuation point for DM 15 in case of a fire or natural disaster is the front parking lot. In the very unlikely event of an active shooter incident, rapidly disperse away from the campus rather than cluster at the evacuation point.

Anxiety? Our buildings at College of the Redwoods are structurally, geographically and statistically SAFER than nearly any other place in Del Norte County. It is important to know what to do in case of an emergency, but please understand that you are very safe here.

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.

Attendance

Please attend all sessions of each class and lab. English Department policy is that your instructor can drop you from the roster if you miss more than two weeks (total) of class or lab before Week 11. *If you're worried about attendance, talk to me.*

Workload

You will read about 30-50 pages per week, taking critical notes as you go. You will write four essays and many shorter assignments before the end of the term.

Some skill building can be done in lab, but you will do much of your work outside of class or lab. Organize your time carefully, especially if you have work, family, and other commitments. The schedule (see end) can help you pace your work. *If you're worried about keeping up with the workload, talk to me.*

Habits of Mind

The quality of your learning experience in college depends on developing certain habits of mind. Often, these habits represent a shift from the habits students develop in the high school system. College habits include:

1. **Arrive on time.** Our class usually begins with a graded activity. You can't make it up if you are late or absent. If the door is locked, wait outside the classroom until the activity is completed and I reopen the door. I'm not being mean by locking you out. I'm making sure those who arrived on time are not distracted.
2. **Attend regularly.** If you miss class for any reason, send me a curtesy e-mail me to let me know you're still engaged and want to keep up. The class PowerPoints and handouts from that day should be posted to the Canvas site. Let me know if you can't find them. Please remember it is your job to catch yourself up. This is a big shift from high school where your teachers may have done this work for you and/or permitted make-up work. We don't do that here.

3. **Be prepared.** Have your homework completed on time. Bring your books and materials with you each day. Save all graded work in a folder, including your essays. If you are not prepared for class, “fess up” when asked. Please understand that I may ask you to hang back from a group activity because you would slow down or frustrate other group members.
4. **Engage.** Show respect and appreciation for the learning process and for everyone present by listening, responding, and asking questions. Turn off your cell phone and put it out of sight. Avoid side-conversations. In class, do not use a laptop or tablet without permission. In lab, only do work for our class. If you need to leave class, you don’t need to ask permission. Just do so quietly.

Pay attention to the dynamics in the room and practice *step up/step back* discussion techniques. *Step up* if you find that you rarely make a contribution in class and need to do your part. *Step back* if you find that you often do most of the talking. Make room for others to participate.

If for some reason a student is clearly disengaged or repeatedly disruptive, I may ask that person to leave class in order to protect the learning environment. If this happens to you, please visit me in my office before you return to the next class or lab.

Grades

Grades will be updated weekly, usually on Fridays. Check your progress on our class’s *Canvas* site. Please let me know immediately if you see an error on my part. Errors you discover after finals week cannot be fixed.

This is a Pass/No Pass class. Students must receive 70% overall to pass. There are no letter grades. There is no extra credit. There is no make-up work.

Prep & Reflection (25% of course grade)

Learning to read carefully and critically is essential for engaging in discussions and to your overall success in college. Expect to take **notes** on each reading, answering critical questions. I do sometimes give credit for notes, so bring them to class. In lab (and sometimes in class), I will assign **writing activities** to prepare you for writing formal essays, and I will assign **reflection assignments** after essays are graded and returned to help you be thoughtful about the feedback you receive. All these are part of the “Prep and Reflection” category.

Essays (75%)

You will write four formal essays in this class, each demonstrating your developing reading, thinking and writing skills. Essays 1, 2, and 3 will be worth an ever-increasing percentage of your grade as the course goes on. Clear directions and expectations about the quality of the work will be given to you in advance in a handout.

- **Essay 1: “Say Back” Report** (600+ words/10% of course grade)
- **Essay 2: Exploring a Question at Issue** (700+words/20% of course grade)
- **Essay 3: Synthesis** (800+ words/25% of course grade)
- **Essay 4: Synthesis & Revision** (1000+words/20% of course grade).

Essays **can** be turned in late without penalty if you arrange with me in advance of the deadline. However, *unexcused* late essays will lose 5 points per day, every day, including weekends and holidays, and will not be graded after a week. So, ask in advance if you need to turn essays in late.

If Essays 1, 2, or 3 is turned in on time but didn’t earn passing grades, you can revise it within one week of getting it back. Your grade will never go down with a revision, although it may not go up, and it can only go up as far as 30/40 or 75%.

Essay 4 will be a synthesis essay, representing an expanded, revised, and polished version of Essay 1, 2, or 3, and will be due at the end of the semester.

All essays must be uploaded to the Canvas website by the deadline. I will be grading and commenting on your work electronically, but if you prefer to have hand-written comments on your essay, upload it to Canvas anyway *with a message to me*, asking me to grade your paper version. At the same time, drop the paper version in my box in the office or bring it to me in person before the deadline. I regret that I cannot print papers that are e-mailed to me, but if you give me a paper copy, I can write on that.

Turnitin.com

Plagiarism happens when someone uses the words or phrases or unique ideas of another without giving them credit. It can be done on purpose, but most often, it is accidental. Because plagiarism is considered both *stealing* and *cheating*, many college professors react in anger when they see plagiarism and fail students automatically.

The good news is that when you post your papers to Canvas, they go through an application called *Turnitin* which can help identify plagiarism. It compares your language with that of others (online and in print) and helps you improve your ability to summarize, paraphrase, and quote accurately.

I am much more interested in teaching you how to avoid accidental plagiarism than punishing you for it, so in my class, you can upload a paper in advance and fix any issues of plagiarism before I grade your paper. That way, you don’t have to worry about plagiarizing by mistake.

If you plagiarize on purpose, though, you should worry. A lot.

Week	Schedule for English 102, Fall 2018 Readings should be completed by the date listed
August 20 22 24	Course Introduction and Team Building Writing Activity 1: Educational Biography “Brainology: Transforming Student Motivation to Learn” by Carol Dweck
August 27 29 31	“The Perils of Growth Mindset” by Alfie Kohn Writing Activity 2: Critical Reading Notes “Social Class and the Hidden Curriculum of Work” by Jean Anyon
September 3 5 7	NO CLASS—LABOR DAY Writing Activity 3: Essay 1 Prewriting / Census Day* <i>Scarcity</i> (Introduction, 1-16) <small>*Students who do not attend today or communicate with me about missing class will be dropped</small>
September 10 12 14	<i>Scarcity</i> (“Focusing and Tunneling,” 19-38) Essay 1 Drafting Writing Workshop
September 17 19 21	Guinea Pig Day Essay 1 Final editing / Essay 1 Due <i>Scarcity</i> (“The Bandwidth Tax,” 39-66)
September 24 26 28	Top Twenty Skills <i>Easy Writer</i> (1-11) Writing Activity 4: Essay 1 Rewrite / Reflection Critical thinking reading: TBA
October 1 3 5	<i>Scarcity</i> (“Packing and Slack,” 69-86) Writing Activity 5: Questions at Issue Critical thinking reading: TBA
October 8 10 12	<i>Scarcity</i> (“Borrowing and Myopia,” 105-121) Writing Activity 6: Essay 2 Prewriting INSTRUCTOR FAMILY LEAVE – NO CLASS
October 15 17 19	<i>Scarcity</i> (“The Scarcity Trap,” 123-145) Essay 2 Drafting Writing Workshop
October 22 24 26	Sample papers Essay 2 Final Editing / Essay 2 Due <i>Scarcity</i> (“Poverty,” 147-163)
October 29 31 November 2	Critical Thinking Activity TBA Writing Activity 7: Essay 2 Rewrite / Reflection <i>Scarcity</i> (“Improving the Lives of the Poor,” 167-181)

November 5 7 9	<i>Scarcity</i> (“Managing Scarcity in Organizations,” 183-203) Writing Activity 8: Synthesis Critical Thinking Activity on Synthesis
November 12 13 16	NO CLASS—VETERAN’S DAY Writing Activity 9: Essay 3 Prewriting Essay 3 Drafting
November 19 21 23	THANKSGIVING BREAK
November 26 28 30	Essay 3 Workshop Essay 3 Final Editing / Essay 3 Due <i>Scarcity</i> (“Scarcity in Everyday Life,” 205-225)
December 3 5 7	<i>Scarcity</i> (“Conclusion,” 227-234) Essay 4 Revising Reflection and Evaluation Activity
December 10	Essay 4 Final Editing / Essay 4 Due

This syllabus and schedule are subject to change.