

Syllabus for English 102– Eureka Campus		
Semester & Year	Fall 2018	
Course ID and Section #	English 102-4976	
Instructor’s Name	Dr. Sean Thomas	
Day/Time	TTH: 10:45-12:50 & TBA laboratory hours	
Location	Humanities 114 & Writing Center	
Number of Credits/Units	4.5	
Contact Information	<i>Office location</i>	Science 216-I, Eureka Campus
	<i>Office hours</i>	Tuesday and Thursday, 1-2
	<i>Phone number</i>	(707) 476-4324
	<i>Email address</i>	sean-thomas@redwoods.edu
Textbook Information	<i>Title & Edition</i>	1. Ha!: The Science of When We Laugh and Why 2. The Rhetoric of Humor
	<i>Author</i>	1. Scott Weems 2. Kirk Boyle
	<i>ISBN</i>	1. 978-0465031702 2. 978-1319020132
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.</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>		
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</p>		

Syllabus for English 102– Eureka Campus

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.

Other Important Information

Participation

The material we address in this course will often be controversial, politically and emotionally charged, and deeply relevant to each one of us. Therefore, from time to time it might be challenging for us to realize that others will have entirely different points of view that, although different from our own, will be based on entirely reasonable interpretations of the same facts that we are looking at. This core challenge of academic discourse is also its most precious quality. Mature, reasoned dialog about the same material involving multiple informed and thoughtful perspectives is the essence of the academic learning community. In other words, in all our work together, our goal is to maintain an inclusive, safe space that honors the value and dignity of our individual life histories, perspectives, and intellectual work. Ultimately, the main reason I value participation so much in teaching English is that the classroom can become a laboratory in which we can all practice how to build a better, more inclusive world together.

I do expect all students to participate actively and constructively in this class. Aside from demonstrating the attributes of good academic citizens that the above paragraph describes, I also expect each one of us to do the assigned reading **before** coming to class, to have read it critically using active reading strategies, to have taken notes about the reading that capture your reactions and analytical insights, and to be prepared to talk about the reading in terms of its content **and** the choices the authors have made. Analyzing the reading material will occupy much of our class time, and it is essential that you work hard on the reading assignments before we meet if you wish to make the most of your opportunity to develop these abilities this semester.

In addition to demonstrating a commitment to oneself and the class by actively engaging with the reading material, I also expect students to be **writing almost constantly** while enrolled in this class. Some of the writing for this class will be informal journal entries that are designed to help you think more carefully and accurately about the reading material and your reactions to it. Some of the writing will be prewriting and exploratory exercises that will help you develop your ideas and arguments for your formal writing assignments. And, of course, some of the writing for this class will take the shape of argumentative essays. I will award credit for simply completing the first two categories of writing assignments for this class; in other words, I will judge your written participation in these two course components by assessing whether or not you demonstrate that you are keeping an active reading and writing journal, and that assessment will be based upon a three-part rubric of “needs work, passing, or high passing” expectations. I will not critically evaluate your active reading and writing journal beyond looking to see if you are making it a meaningful and substantive part of your learning process. On your argumentative essays, however, I will provide constructive feedback that you will incorporate into your revision process. Sharing your writing and offering generous and supportive comments on what others have written is an essential requirement of any writing course.

Course Objectives

1. Employ a variety of critical reading strategies to understand, analyze and evaluate a variety of college-level texts.

2. Apply a variety of rhetorical strategies in writing unified, well-supported, well-organized essays.
3. Develop varied and flexible strategies for generating, drafting, and revising essays.
4. Analyze choices in writing.
5. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
6. Proofread and edit essays for clarity, grammar, usage and punctuation.

Attendance and timeliness

All work is due on the date specified on the syllabus or assignment sheet. If you are absent from class on the due date, late papers will be accepted without penalty only if the absence is excused. Likewise, missed quizzes, tests, and in-class assignments may be made up only if the absence is excused or due to an emergency. Excused absences require written medical, legal, or athletic documentation.

In the event that you do miss class, you are responsible for checking with your classmates to determine what concepts, issues and material I discussed during your absence. Please note that a significant proportion of the course content will only be available in class lectures, presentation and discussions, and that your knowledge of this material will be assessed throughout the semester.

Regular, on-time attendance in any college class is extremely important for student success. In fact, the most important thing you can do as a student is simply just showing up to class and being prepared to get to work. For that reason, please know that I would like you to be in class and to show up on time every day. If you do happen to have excessive absences, and that is basically more than for unexcused absences for the entire semester, I have the right to drop you from the class. Also, an instructor can penalize students for chronic or excessive tardiness, and I reserve the right to mark you as partially absent if you are frequently late to class.

Writing Center

You are required to complete 22.5 hours of study in the Writing Center this semester, and this work will count for 10% percent of your overall grade. In order to receive credit for this component of the course, you are required to complete no less than one conference with Writing Center staff on each of the three out-of-class essays.

Extra Credit

I allow students to revise essays after they have been graded, and I will adjust the scores based upon specific changes that reflect consideration of my comments or any other key writing, research, or argument elements. That is the best I can offer in terms of extra credit.

Turnitin.com

I require all of my English students to submit their essays to Turnitin.com, a website that scans text in order to locate any sections in a piece writing that match other sources previously published, circulated online, or uploaded into the Turnitin.com database.

Please note that I will review all apparent cases of academic dishonesty with the student and, if

necessary, the appropriate administrative officials. Using another person’s written work or ideas without proper attribution will result in a failing grade on the assignment and, possibly, an F in the course and academic probation.

Primary graded assignments and grade distribution

<p>Three formal argumentative essays One polished writing sample essay Participation in class discussions and activities Ten open-book quizzes Writing lab work (including 22.5 hours in attendance) Evidence of essay revisions in response to tutorial feedback</p> <p>**This is a Pass/No Pass course, and your work will be assessed using a “needs work,” “passing,” “high-passing” rubric. In order to pass the class you need to achieve a “passing” mark on at least 70% of the work.</p>	<p>Essays: 30% Final essay: 20% Lab: 10% Participation: 20% Open-book quizzes 20%</p>
---	---

Week One

August 21: Introductions and overview of the class requirements
 August 23: Writing Center orientation at the start of class—meet at LRC 102 at the start of class

Week Two

August 28: Read: *The Rhetoric of Humor*, pp. 1-24
 August 30: Read: *The Rhetoric of Humor*, pp. 25-44
 Lab: Open book quiz #1

Week Three

September 4: Begin first essay
 September 6: Read: *The Rhetoric of Humor*, pp. 45-59
 Lab: Open book quiz #2

Week Four

September 11: Read: *The Rhetoric of Humor*, pp. 60-88
 September 13: Read: *The Rhetoric of Humor*, pp. 89-102
 Lab: Open book quiz #3

Week Five

September 18: Read: *The Rhetoric of Humor*, pp. 103-126
 September 20: Read: *The Rhetoric of Humor*, pp. 127-154
 Lab: Open book quiz #4

Week Six

September 25: Read: *The Rhetoric of Humor*, pp. 155-178
 Essay #1 due
 September 27: Read: *The Rhetoric of Humor*, pp. 179-202
 Lab: Open book quiz #5

Week Seven

October 2: Begin second essay; writing workshop
 October 4: Read: *The Rhetoric of Humor*, pp. 204-232

Lab: Open book quiz #6

Week Eight

October 9: Read: *The Rhetoric of Humor*, pp. 233-254

October 11: Read: *The Rhetoric of Humor*, pp. pp. 255-269

Lab: Open book quiz #7

Week Nine

October 16: Read: *The Rhetoric of Humor*, pp. 272-308

October 18: Read: *The Rhetoric of Humor*, pp. 309-332

Lab: Open book quiz #8

Week Ten

October 23: Read: *Ha! The Science of When We Laugh and Why*, Part I

Second essay due

October 25: Read: *Ha! The Science of When We Laugh and Why*, Part I

Lab: Open book quiz #9

Week Eleven

October 30: Read: *Ha! The Science of When We Laugh and Why*, Part II

Begin third essay

November 1: Read: *Ha! The Science of When We Laugh and Why*, Part II

Lab: Open book quiz #10

Week Twelve

November 6: Read: *Ha! The Science of When We Laugh and Why*, Part III

November 8: Read: *Ha! The Science of When We Laugh and Why*, Part III

Week Thirteen

November 13: Writing workshop/conferences

November 15: Writing workshop/conferences

Week Fourteen

November 27: Writing workshop/conferences

November 29: Writing workshop/conferences

Essay #3 due

Week Fifteen

December 4: Writing workshop/conferences

December 6: Writing workshop/conferences

Finals Week

December 13: Final essay due

****Please note that this schedule is subject to change at the instructor's discretion**