

<b>Syllabus for English 102: Developing Reading and Writing – Eureka Campus</b>		
<b>Semester &amp; Year</b>	Fall 2018	
<b>Course ID and Section #</b>	044978 (E4978)	
<b>Instructor's Name</b>	Ms. Shannon Mondor	
<b>Day/Time</b>	Monday & Wednesday from 8:30 AM to 10:35 AM; LAB meets an additional 1.5 hours per week during the time slot of your choice	
<b>Location</b>	Humanities Building, room 114 (first floor next to the back entrance)	
<b>Number of Credits/Units</b>	4.5	
<b>Contact Information</b>	<i>Office location</i>	TBA
	<i>Office hours</i>	Wednesday from 1:30 PM to 3:30 PM or by appt.
	<i>Phone number</i>	N/A. Please email me through Canvas or the email address listed below.
	<i>Email address</i>	<a href="mailto:shannon-mondor@redwoods.edu">shannon-mondor@redwoods.edu</a>
<b>Textbook Information</b>	<i>Title &amp; 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 &amp; Edition</i>	<i>White Fragility: Why It's So Hard for White People to Talk About Race, First Edition 2018</i>
	<i>Author</i>	Robin DiAngelo
	<i>ISBN</i>	978-0-8070-4741-5
<b>Course Description</b>		
<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>		
<b>Student Learning Outcomes</b>		
<ol style="list-style-type: none"> <li>1. Critically read and respond to argumentative texts.</li> <li>2. Develop thesis-driven, well-supported, organized essays.</li> <li>3. Lab: Use feedback to support reflective learning, academic inquiry, reading, writing, revision, grammar and proofreading skills.</li> </ol>		
<b>Special Accommodations</b>		
<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 <a href="#">Disabled Students Programs and Services</a>. Students may make requests for alternative media by contacting DSPS at 707-476-4280.</p>		
<b>Academic Support</b>		
<p>Academic support is available at <a href="#">Counseling and Advising</a> and includes academic advising and educational planning, <a href="#">Academic Support Center</a> for tutoring and proctored tests, and <a href="#">Extended Opportunity Programs &amp; Services</a>, 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](mailto:security@redwoods.edu) if you have any questions.

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

*College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.*

### ENGLISH 102: DEVELOPING READING & WRITING Reckoning With Racial Inequality

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

#### Identifying and Contact Information:

- Course meets: (E4978) Monday & Wednesday 8:30 AM - 10:35 AM in HU 114; Lab meets for 1.5 hours each week, in the Writing Center (LRC 102) during the time slot you choose during the first week of classes. Lab attendance is required and begins week 2 of the semester.
- Instructor: Ms. Shannon Mondor
- Email: [shannon-mondor@redwoods.edu](mailto:shannon-mondor@redwoods.edu) or through the Canvas Inbox.
- Office Hours: Wednesdays from 1:30 PM to 3:30 PM and by appointment. Location TBA.
- Writing Center Hours: Monday from 1:15 to 2:40 and Tuesday from 10:05 to 11:40.
- Turnitin.com Information: Your essays will be submitted to Turnitin.com through our Canvas site rather than directly to Turnitin.com; there is no Class ID or password needed in this case. I will show you how to post files when the time comes.

#### Required Books And Materials (available at CR's 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. E-books will not work for our purposes, unless you have a tablet that you can bring to class with you each day (not a phone). 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 3, so get the book by September 5. We'll begin reading *White Fragility* in week 8, so get the book by 10/10. If the books are not in the bookstore when you try to buy them, please alert bookstore staff that they need to order more copies. Also, let me know in class or by email, so that I can find out when the bookstore plans to have the books available.

- *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 \$13, depending on the edition.
- *White Fragility: Why It's So Hard for White People to Talk About Racism*, written by Robin DiAngelo, 2018, Beacon Press, ISBN 978-0-8070-4741-5. This book will probably be difficult to find used, since it came out so recently. It should cost between \$12 and \$16, depending on the edition you buy.
- Additional readings will be distributed in class and/or posted to Canvas.

**Recommended Texts:** These two books listed below are not required, but they are very useful resources

to refer to if you want additional explanations about college reading and writing conventions. I do require them for my sections of English 1A.

- *They Say, I Say: The Moves that Matter in Academic Writing*, 3<sup>rd</sup> 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 every day;
- A **3-ring binder**: make sure it is large enough (at least 1 inch) to keep all handouts, notes, your assignments, and drafts of papers organized throughout the term;
- 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 at EOPS if you qualify for that program. Make sure you can get your work printed and arrive on time to class.
- A **folder** (of your choice) for turning in your Working Portfolios for your essays;
- A variety of writing tools (pens or pencils) and two different colored **highlighters**;
- Reliable ways 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 (Internet access and a personal computer or other electronic device)
- 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. 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 texts and arguments. We will read two complete nonfiction books together, and you will write an argumentative essay inspired by each one. Students will also analyze ideas and rhetorical structures in course readings as well as engage in a variety of 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 talk and ask questions.

COREQUISITE: English 102 requires students to spend 1.5 hours 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. There are computers available to work on, an instructor to conference with, copies of *Between the World and Me* and other resource books, and a printer.

### Course Outcomes & Objectives:

My hope is that you will see this classroom as an extended learning community. This class should provide a space for you to work individually and with each other 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's ethos behind the words; and also to provide support and encouragement for yourself and your peers as you become more proficient in the diverse 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 the kind of 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 informal in-class work and activities, peer response, attendance & promptness, participation, attentiveness, preparedness, following course policies, contributing to the class, freewriting, posting required work to Canvas, group work, asking questions, Writing Center lab time, etc...The main categories include:

- o **Writing Center/Lab:**  
1.5 hours of attendance each week to work on assignments for class and completion of at least 4 Writing Center Conversations.
- o **Informal In-class Activities:**  
Class will typically involve individual, partner, or small group work and activities involving reading, thinking, sharing, discussing, and writing. All of these activities are designed to help students 1) gain skills needed to be successful in meeting the class outcomes; 2) become stronger in their self-advocacy, confidence, and independent learning; 3) engage in inquiry and informed scrutiny of ideas; 4) become better at collaborative learning; 5) and improve productive habits of the mind and effective behaviors used by successful college students.
- o **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—late arrivals can really disrupt our rhythm and progress.
- o **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 college level expectations and will require extensive time outside of class, in addition to the 1.5 weekly Writing Center lab hours, to be successful. Block out

several chunks of time in your weekly schedule to devote to your English assignments. Not everything will be easy, but every activity and assignment is intended to help you improve. Each small piece is an important part of the large writing projects you will produce this semester. Practice makes perfect applies here, so giving it your all is a very important attitude for our work.

Over time, I hope you will come to see intellectual challenges and activities as fun, and meeting them as deeply satisfying. Learning is power. To develop that power, coming prepared for new experiences and ideas will help you participate, persist, and take away new insights. Every day: arrive on time, do the homework, read and take notes on the assigned pages, think about the ideas you've taken in, write and print the required materials. In addition to all of that, be ready to talk about the ideas in the texts, and connect them to your experiences, so that they become fuel for writing your own arguments in response.

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 often what separate success and failure, so make it your goal to practice and develop them like you may have never done before.

### Reading: 30%

- o 11 Meta-cognitive Reading Logs (MRL)—a form for collecting your own informal notes of what stands out from your reading assignments for class
- o 7 Reading Responses (RR)—a more formal format for typing up key aspects of what each reading covers and what's significant about them from your perspective

### Essays: 30%

- o Educational Autobiography—sharing your past experiences with school and learning
- o Essay #1: Productive Mindset—analyzing your mindset and academic habits and skills
- o Essay #2: Analysis of an important aspect of *Between the World and Me*
- o Essay #3: Analysis of an important aspect of *White Fragility*

### Final Portfolio 20%

#### o **Summative Essay**

This will be a revised, longer, more complex and sophisticated version of your choice of either Essay #2 or Essay #3 resubmitted after applying feedback.

#### o **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 the 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 7 MCRLs and 5 RRs and all the required essays, **or if they miss more than 6 class sessions.**

## Essay Grades:

Essays will be assessed in three categories: Pass, Not Yet Passing, or No Credit. You will receive a rubric and detailed feedback to help you understand what aspects of your work are strong and which areas could use improvement.

## Summary of Course Requirements:

### **Minimum Workload:**

College students spend fewer hours in class than high schools students 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 30 to 75 pages each week and have some 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 to complete (or at least attempt) 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 missing the first step in a multi-step process. Most people do not understand everything on a first reading. Even if you don't feel like you understand anything, make it your goal to at least read over the assigned material and bring your questions to class. Especially if you find yourself struggling, do your best to figure out what questions you need to ask and which parts of the assignment you'd like to review and discuss in class to help you understand the reading or the task at hand.

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—that's what college students, academics, and intellectuals do as a matter of habit. 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. Learning new routines and skills can feel disorienting and scary, but growth and increased confidence are important rewards for hanging in there through the discomfort.

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, 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 unacceptable

behavior continues, you may be asked to leave.

### 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 in class activities.
- Arriving late, leaving early, or disappearing for extended time during class will be noted, and this takes away from your weekly participation points. Coming a few minutes late will negatively impact your progress, and it disrupts 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. Please be present for our daily warm-ups designed to set you up for success.
- Attendance will be taken at the beginning of class every day. If you are late, please check in with me to be sure I have marked you present before you leave at the end of class.
- 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 when you're absent; we always do something important that is on your calendar. Please get contact information from some fellow students so that you can ask them to fill you in on the details of what happened.
- **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 other 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 2) may be dropped from the roster.**

You may miss up to 6 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). **Beginning with your 4<sup>th</sup> absence, each time you miss class will subtract 5 points from your overall course grade.** Missing 6 classes will mean you need to earn an 85 instead of only 70 percent to pass. More absences also make it harder to stay afloat, keep up with what you're missing, and make up what's past due. Please contact me as soon as possible if something happens that will interfere with your regular attendance.

**On your seventh absence, you will fail the course.** If the 7<sup>th</sup> absence occurs before the end of week 10 of the term, 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, unless in the case of serious illness or other unavoidable catastrophes. Before simply disappearing from class, please reach out and see if something can be arranged to ensure your continued success in the course.

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. A schedule of games and practices is expected by the end of week 2.

**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 3 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. 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 several late coupons that may be used for an MRL, an RR, or a Revised Essay. 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 9/10 can be turned in by 9/17). **\*\*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 or feedback more than one week after the original due date. Do your best to keep up. Contact me if you need to work out a better strategy for completing your work on time. I am happy to help you figure out what's needed to succeed in the class.**

## **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 at least two 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 the essays. RR can be single-spaced.

**Headings:** All work should have a heading that includes: your name, the class name, the section meeting time, the 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 inside the actual header of the document. Please see the

example on the next page.

Example Heading:           Your name  
                                  Instructor: Shannon Mondor  
                                  English 102—8:30 AM Section  
                                  Essay #1, PRG Draft  
                                  9/17/18  
                                  Word Count: 823

**Working Portfolios:** For each main essay, you will submit a Working Portfolio that contains all stages of your writing process. Cover Sheets will detail all required assignments. 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), 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. Plagiarism will earn a zero on the assignment, so please submit only your own work produced specifically for this class.

### **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 day. 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. Many 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 new to Canvas and maybe word processing and saving, formatting, or uploading files. We'll spend time in class practicing. Ask me to explain and model things that are unfamiliar to you. I am happy to help you learn. The free drop-in computer lab classes at CR 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 (MRLs, RRs) 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 informal work completed during class, but credit will be earned and awarded 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. Take your headphones off and **leave devices in your bags**, not in your lap, your hand, 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 to class that you can write in and refer to during discussions.
- **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, which are available in detail in the College of the Redwoods catalog. If you plagiarize, at minimum you will fail the assignment, and 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. Do not be tempted to submit anything other than your own work.

- **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. Your peers help you visualize and anticipate the needs of a real audience.
- **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, the 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. She will also hold weekly study sessions to help cover questions and material you want to explore or discuss in more detail. Our EPIC Leader is: **Razia Begum**. She will organize sessions when it's convenient for most people to attend.

Fall 2018 English 102 EPIC Sessions with Razia 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, accessibility tools, and other DSPS accommodations to help ensure your success.

### **GETTING IN TOUCH—CREATE COMMUNITY:**

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 on the next page (or put into your phone, for more convenient access). 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: \_\_\_\_\_ phone #: \_\_\_\_\_

2. Name: \_\_\_\_\_ phone #: \_\_\_\_\_

3. Name: \_\_\_\_\_ phone #: \_\_\_\_\_

**Some things to think about before our next class:**

- 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?
  
- What is your plan for printing your work early in the morning and also being on time for class?
  
- Is there anything covered in the syllabus that you want explained in more detail?
  
- Is there anything you should share with Shannon so she can help you succeed in this class? (This information would be private between you and me, and kept entirely confidential.)

Week	Monday Activities	Wednesday Activities
1	8/20 <ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Interviews &amp; Introductions</li> <li>• Freewriting (ICW)</li> <li>• “How to Succeed in School” handout</li> <li>• Evidence/Interpretation notes</li> <li>• Writing Center Orientation &amp; Time Slot Sign-ups</li> </ul>	8/22 <ul style="list-style-type: none"> <li>• Syllabus Q &amp; A/Quiz</li> <li>• Discuss “How to Succeed in School”</li> <li>• Education Experience Mapping</li> <li>• Reading History</li> <li>• Classroom Norm Setting</li> <li>• Canvas Demo</li> <li>• “Brainology” handout</li> <li>• Watch and take notes on “Grit” TED Talk</li> <li>• Introduce Educational Autobiography</li> </ul>
2	8/27 <ul style="list-style-type: none"> <li>• <b>Educational Autobiography DUE</b></li> <li>• Discuss “Brainology”</li> <li>• Define key terms from readings</li> <li>• Introduce Success Mindset: Essay #1</li> <li>• Active Reading/Reading Strategies</li> <li>• “Student Fear Factor” handout</li> <li>• Practice MRL &amp; Summary</li> </ul>	8/29 <ul style="list-style-type: none"> <li>• Discuss “Student Fear Factor”</li> <li>• Posters: fixed mindset, growth mindset, grit</li> <li>• Writing Process</li> <li>• Essay Structure</li> <li>• Rhetorical Situations</li> <li>• Practice MRL &amp; Summary</li> <li>• “Seven False Beliefs” jigsaw &amp; discussion</li> </ul>
3	9/3 NO SCHOOL	9/5 <ul style="list-style-type: none"> <li>• <b>Essay #1: Success Mindset DUE (by 3:30 PM 9/7)</b></li> <li>• Discuss Learning Strategies &amp; Mindsets</li> <li>• “How To Mark A Book”</li> <li>• Talk to the Text; Think Aloud</li> <li>• Reading Strategies</li> <li>• Pre-reading activities for Coates/freewrites</li> <li>• Book jacket &amp; Table of Contents</li> <li>• Self-assessment of participation #1</li> </ul>
4	9/10 <ul style="list-style-type: none"> <li>• Analyze Wright’s poem “Between the World and Me”</li> <li>• <i>Between the World and Me</i> Part 1 (1-39)</li> <li>• <b>MRL #1 DUE (pp. 1-39)</b></li> <li>• Essential vocabulary for Coates</li> <li>• Introduce &amp; practice Reading Responses (RR)</li> <li>• Practice Quote Sandwiches</li> <li>• Introduce Writing Center Conversations</li> </ul>	9/12 <ul style="list-style-type: none"> <li>• Essay #1 Returned; In-class Revision Plan</li> <li>• <i>Between the World and Me</i> Part 1 (40-71)</li> <li>• <b>MRL #2 DUE (pp. 40-71)</b></li> <li>• Practice Reading Responses (RR)</li> <li>• <b>Draft of RR #1 DUE: in class work with peers</b></li> <li>• Talk to the Text; Think Aloud</li> </ul>
5	9/17 <ul style="list-style-type: none"> <li>• <b>RR #1 DUE (pp. 1-71)</b></li> <li>• <i>Between the World and Me</i> Part 2 (75-99)</li> <li>• <b>MRL #3 DUE (pp. 75-99)</b></li> <li>• Talk to the Text; Think Aloud</li> </ul>	9/19 <ul style="list-style-type: none"> <li>• <i>Between the World and Me</i> Part 2 (100-132)</li> <li>• <b>MRL #4 DUE (pp. 100-132)</b></li> <li>• <b>WC Conversation #1 DUE (Coates)</b></li> <li>• Quote sandwiches</li> <li>• Introduce Essay #2</li> </ul>
6	9/24 <ul style="list-style-type: none"> <li>• <b>RR #2 DUE (pp. 75-132)</b></li> <li>• <i>Between the World and Me</i> Part 3 (133-152)</li> <li>• <b>MRL #5 DUE (pp. 133-152)</b></li> <li>• Define Key Terms—group work</li> <li>• Lessons in the book—brainstorm</li> </ul>	9/26 <ul style="list-style-type: none"> <li>• <i>Between the World and Me</i> (1-132)</li> <li>• Timeline posters</li> <li>• Essay #2 Prewriting</li> <li>• QAI—questions at issue</li> <li>• Thesis development</li> <li>• Self-assessment of participation #2</li> </ul>

Week	Monday Activities	Wednesday Activities
7	10/1 <ul style="list-style-type: none"> <li>• <b>RR #3 DUE (pp. 133-152)</b></li> <li>• <b>Zero Draft of Essay #2 DUE (write in class)</b></li> <li>• Thesis Statements</li> <li>• Thesis development workshop</li> <li>• Response Techniques handout</li> <li>• They Say, I Say structure &amp; Templates</li> <li>• In-class work on Essay #2</li> </ul>	10/3 <ul style="list-style-type: none"> <li>• Response Techniques Overview</li> <li>• <b>Thesis Workshop</b></li> <li>• <b>WC Conversation #2 DUE (Coates)</b></li> <li>• Building paragraphs</li> <li>• Arguable Topic Sentences—supporting reasons</li> <li>• Organization</li> </ul>
8	10/8 <ul style="list-style-type: none"> <li>• <b>Draft of Essay #2 DUE: Peer Review</b></li> <li>• Revision Techniques &amp; Writing Tips</li> <li>• In-class work developing Essay #2</li> </ul>	10/10 <ul style="list-style-type: none"> <li>• <b>Revised Essay #2 DUE (by 10/12)</b></li> <li>• <b>Postwrites for Essay #2 (online)</b></li> <li>• <i>White Fragility</i>—pre-reading activities</li> <li>• Book jacket &amp; Foreword (ix-xii)</li> <li>• Talk to the Text; Think Aloud</li> <li>• Building Schema &amp; Vocabulary</li> <li>• View “Deconstructing White Privilege” (22 mins.)</li> </ul>
9	10/15 <ul style="list-style-type: none"> <li>• Discuss <i>White Fragility</i> Author’s Note, Introduction, Ch. 1 &amp; 2 (xiii-38)</li> <li>• <b>MRL #6 DUE (pp. 1-38)</b></li> </ul>	10/17 <ul style="list-style-type: none"> <li>• Essay #2 Returned; In-class Revision Plan</li> <li>• Discuss <i>White Fragility</i> Ch. 3 &amp; 4</li> <li>• <b>MRL #7 DUE (pp. 39-70)</b></li> <li>• Self-assessment of participation #3</li> </ul>
10	10/22 <ul style="list-style-type: none"> <li>• Discuss <i>White Fragility</i> Ch. 5 &amp; 6</li> <li>• <b>MRL #8 DUE (pp. 71-98)</b></li> <li>• <b>RR #4 DUE (pp. 1-70)</b></li> </ul>	10/24 <ul style="list-style-type: none"> <li>• Discuss <i>White Fragility</i> Ch. 7 &amp; 8</li> <li>• <b>MRL #9 DUE (pp. 99-114)</b></li> <li>• <b>WC Conversation #3 DUE (DiAngelo)</b></li> <li>• Define &amp; review key terms</li> </ul>
11	10/29 <ul style="list-style-type: none"> <li>• Discuss <i>White Fragility</i> Ch. 9, 10, &amp; 11</li> <li>• <b>MRL #10 DUE (pp. 115-138)</b></li> <li>• <b>RR #5 DUE (pp. 71-114)</b></li> <li>• Introduce Essay #3</li> </ul>	10/31 <ul style="list-style-type: none"> <li>• Discuss <i>White Fragility</i> Ch.12</li> <li>• <b>MRL #11 DUE (pp. 138-154)</b></li> <li>• Posters</li> <li>• Essay #3 Prewriting</li> </ul>
12	11/5 <ul style="list-style-type: none"> <li>• <b>RR #6 DUE (pp. 115-154)</b></li> <li>• <b>Zero Draft of Essay #3 (writing in class)</b></li> <li>• Thesis Statement development workshop</li> <li>• Arguable Topic Sentences—supporting reasons</li> <li>• Building paragraphs</li> <li>• Claims and Evidence</li> </ul>	11/7 <ul style="list-style-type: none"> <li>• <b>Draft of Essay #3: Peer Review</b></li> <li>• Self-assessment of participation #4</li> </ul>
13	11/12 NO SCHOOL: Veteran’s Day Holiday	11/14 <ul style="list-style-type: none"> <li>• In-class work on Essay #3: Descriptive Outlines &amp; Transitions</li> <li>• <b>Thesis workshop</b></li> <li>• <b>Revised Essay #3 DUE by 11/16</b></li> <li>• <b>WC Conversation #4 (DiAngelo)</b></li> <li>• <b>Postwrites for Essay #3 (due online by 11/16)</b></li> <li>• Introduce Final Portfolio</li> </ul>
	11/19 <b>THANKSGIVING WEEK: NO SCHOOL</b>	11/21 <b>NO SCHOOL</b>

Week	Monday Activities	Wednesday Activities
14	11/26 <ul style="list-style-type: none"> <li>• Final Portfolio Overview</li> <li>• Cover Letters</li> </ul>	11/28 <ul style="list-style-type: none"> <li>• Essay #3 Returned; Revision Plan</li> <li>• Integrating and analyzing quotes</li> </ul>
15	12/3 <ul style="list-style-type: none"> <li>• Review essay &amp; paragraph structure</li> <li>• <b>Summative Essay Thesis workshop</b></li> <li>• <b>Cover Letter Draft: Peer Review</b></li> </ul>	12/5 <ul style="list-style-type: none"> <li>• <b>Peer Review on Summative Essay</b></li> <li>• <b>WC Conversation #5 (Summative Essay)</b></li> <li>• Self-assessment of participation #5</li> </ul>
Final	<p>Office Hours are Monday 12/10 from 10:30 AM to 12:30 PM this week.</p> <ul style="list-style-type: none"> <li>• <b>Final Portfolio Due for 8:30 class Monday 12/10 at 8:30 AM in HU 114</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Final Portfolio Due for 10:45 class 12/12 at 10:45 AM in HU 114</b></li> </ul> <p>Have a wonderful winter break! Good luck in English 1A!</p>