

| <b>Syllabus for English 102– Klamath Trinity Instructional Site</b>   |  |  |
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| <b>Semester &amp; Year</b>  | Fall 2018                                    |  |
| <b>Course ID and Section #</b>  | English 102-K4981                            |  |
| <b>Instructor's Name</b>  | Dr. Sean Thomas                              |  |
| <b>Day/Time</b>   | MW: 12:00-2:05 and MW 2:10-3:10              |  |
| <b>Location</b>   | HTEC, Klamath-Trinity, Room 1 & Computer lab |  |
| <b>Number of Credits/Units</b>  | 4.5  |  |
| <b>Contact Information</b>  | <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   |
| <b>Textbook Information</b>   | <i>Title &amp; Edition</i>                   | 1. Ha!: The Science of When We Laugh and Why<br>2. The Rhetoric of Humor |
|   | <i>Author</i>                                | 1. Scott Weems<br>2. Kirk Boyle  |
|   | <i>ISBN</i>                                  | 1. 978-0465031702<br>2. 978-1319020132                                   |
| <b>Course Description</b>   |  |  |
| 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.  |  |  |
| <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>   |  |  |
| 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 530-625-4821 Ext 23. |  |  |
| <b>Academic Support</b>   |  |  |
| 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. Contact the CR KT Office for specific information at (530) 625-4821.   |  |  |

## **Syllabus for English 102– Klamath Trinity Instructional Site**

### **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 Klamath Trinity Instructional Site:**

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
  - a. Dial 911, to notify local agency support such as law enforcement or fire services.
  - b. If safe to do so, notify key administrators, departments, and personnel.
  - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
  - d. Contact Jolene Gates 530-625-4821 to notify of situation.
  - e. Contact Hoopa Tribal Education Administration office 530-625-4413
  - f. Notify Public Safety 707-476-4111.

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2. In the event of an emergency, the responsible district employee on scene will:
  - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
  - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
  - c. Close all window curtains.
  - d. Get all inside to safe location Kitchen area is best internal location.
  - e. If a police officer or higher official arrives, they will assume command..
  - f. Wait until notice of all is clear before unlocking doors.
  - g. If safe to do so, move to the nearest evacuation point outside building (Pooky’s Park), directly behind the Hoopa Tribal Education Building.
  - h. Do not leave site, unless it has been deemed safe by the person in command.

*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 Lab**

An important requirement of English 102 is the writing lab component that consists of at least 22.5 hours of time spent in the lab over the course of the entire semester. Our lab is scheduled on Monday and Wednesday from 2:10 to 3:10, and I will track your hourly attendance each day to make sure that you stay on track to meet this requirement. You will spend your time in lab working independently, in groups or in conferences with your professor.

### **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

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|--|--|
| Three formal argumentative essays<br>One polished writing sample essay<br>Participation in class discussions and activities<br>Ten open-book quizzes<br>Writing lab work (including 22.5 hours in attendance)<br>Evidence of essay revisions in response to tutorial feedback<br><br><b>**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.</b> | Essays: 30%<br>Final essay: 20%<br>Lab: 10%<br>Participation: 20%<br>Open-book quizzes 20% |
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## Schedule of reading assignments and due dates

### Week One

August 20: Introductions and overview of course requirements

August 22: Writing lab orientation. Humor? Why humor?

### Week Two

August 27: Read: *The Rhetoric of Humor*, pp. 1-24

August 29: Read: *The Rhetoric of Humor*, pp. 25-44

Lab: Open book quiz #1

### Week Three

September 5: Read: *The Rhetoric of Humor*, pp. 45-59

Begin first essay

Lab: Open book quiz #2

### Week Four

September 10: Read: *The Rhetoric of Humor*, pp. 60-88

September 12: Read: *The Rhetoric of Humor*, pp. 89-102

Lab: Open book quiz #3

#### **Week Five**

September 17: Read: *The Rhetoric of Humor*, pp. 103-126

September 19: Read: *The Rhetoric of Humor*, pp. 127-154

Lab: Open book quiz #4

#### **Week Six**

September 24: Read: *The Rhetoric of Humor*, pp. 155-178

Essay #1 due

September 26: Read: *The Rhetoric of Humor*, pp. 179-202

Lab: Open book quiz #5

#### **Week Seven**

October 1: Begin second essay; writing workshop

October 3: Read: *The Rhetoric of Humor*, pp. 204-232

Lab: Open book quiz #6

#### **Week Eight**

October 8: Read: *The Rhetoric of Humor*, pp. 233-254

October 10: Read: *The Rhetoric of Humor*, pp. 255-269

Lab: Open book quiz #7

### **Week Nine**

October 15: Read: *The Rhetoric of Humor*, pp. 272-308

October 17: Read: *The Rhetoric of Humor*, pp. 309-332

Lab: Open book quiz #8

### **Week Ten**

October 22: Read: *Ha! The Science of When We Laugh and Why*, Part I

Second essay due

October 24: Read: *Ha! The Science of When We Laugh and Why*, Part I

Lab: Open book quiz #9

### **Week Eleven**

October 29: *Ha! The Science of When We Laugh and Why*, Part II

Begin third essay

October 31: Read: *Ha! The Science of When We Laugh and Why*, Part II

Lab: Open book quiz #10

### **Week Twelve**

November 5: Read: *Ha! The Science of When We Laugh and Why*, Part III

November 7: Read: *Ha! The Science of When We Laugh and Why*, Part III

### **Week Thirteen**

November 14: Writing workshop/conferences



### **Week Fourteen**

November 26: Writing workshop/conferences

November 28: Writing workshop/conferences

Essay #3 due

### **Week Fifteen**

December 3: Writing workshop/conferences

December 5: Writing workshop/conferences

### **Finals Week**

December 10: Final essay due

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