

## Syllabus for English 150: Precollegiate Reading and Writing– Eureka Campus

<b>Semester &amp; Year</b>	Fall 2018	
<b>Course ID and Section #</b>	E4986	
<b>Instructor's Name</b>	Professor David Holper	
<b>Day/Time</b>	TTH: 10:05-11:30 am	
<b>Location</b>	Hu112	
<b>Number of Credits/Units</b>	3	
<b>Contact Information</b>	<i>Office location</i>	Humanities 108I
	<i>Office hours</i>	TBD
	<i>Phone number</i>	(707) 476-4370
	<i>Email address</i>	<a href="mailto:david-holper@redwoods.edu">david-holper@redwoods.edu</a>
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	<b>Mindset</b>
	<i>Author</i>	<b>Carol Dweck</b>
	<i>ISBN</i>	<b>9780345473238</b>
<b>Course Description</b>		
<p>A course in the development of college-level reading, writing, and critical thinking skills, emphasizing basic argumentation. Students analyze ideas and structure in assigned readings and compose essays supporting arguable thesis statements. The lab component of the course is scheduled in the Writing Center, where students receive individualized instruction in critical reading, in the conventions of standard written English, and in all stages of the writing process.</p>		
<b>Student Learning Outcomes</b>		
<ol style="list-style-type: none"> <li>1. Develop an effective, thesis-driven argument appropriate to an academic audience.</li> <li>2. Critically read and respond to argumentative texts.</li> <li>3. In a multi-stage process, incorporate feedback (from instructors and peers) in essay planning and drafting.</li> <li>4. Apply basic grammar and punctuation rules, particularly those that address sentence boundaries.</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>		
<b>Academic Honesty</b>		
<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,</p>		

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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.

*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 150:**

**Professor David Holper: Office #: 707-476-4370**

**Email: david-holper@redwoods.edu**

**Web:**

**Office Hours (Humanities 1081):**

**Writing Center Hours: TBA**

College of the Redwoods

**SYLLABUS**

**"Outside of a dog a book is a man's best friend. Inside, it's too dark to read." Groucho Marx**

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**COURSE DESCRIPTION:** a course in the development of college-level reading, writing, and critical thinking skills, emphasizing basic argumentation. Students analyze ideas and structure in assigned readings and compose essays supporting arguable thesis statements. The lab component of the course is scheduled in the Writing Center, where students receive individualized instruction in critical reading, in the conventions of standard written English, and in all stages of the writing process

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**COURSE LEARNING OUTCOMES:**

1. Develop an effective, thesis-driven argument appropriate to an academic audience.
  2. Critically read and respond to argumentative texts.
  3. In a multi-stage process, incorporate feedback (from instructors and peers) in essay planning and drafting.
  4. Apply basic grammar and punctuation rules, particularly those that address sentence boundaries.
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**REQUIRED TEXTS/, MATERIALS:**

- 1) Three-ring binder for handouts, with binder paper (for writing and notes)
- 2) *Mindset* by Carol Dweck
- 3) *The Power of Habit* by Charles Duhigg
- 4) *Grit: The Power of Passion and Perseverance* by Angela Duckworth
- 5) Pen, pencil, and hi-liter.
- 6) Means of back-up: flash drive & email

**Triad:**

**Name:** \_\_\_\_\_ **Contact info:** \_\_\_\_\_  
**Name:** \_\_\_\_\_ **Contact info:** \_\_\_\_\_

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Welcome to English 150! I'm excited to be your teacher, and I hope that each of us will enjoy and learn a great deal during this semester. This will be an intensive course because I will ask a lot of each one of you, but in return, I hope you will find this to be one of your most memorable writing classes. The primary goals of this course are to help you in developing writing, reading, and critical thinking skills, as well as prepare you for English 1A, college writing. In order to do this, we will concentrate on reviewing grammar, doing practice exercises in our text, writing essays, and learning how to develop an argument. Beyond that--and perhaps more importantly--I want you to learn to write more powerfully, passionately, and naturally.

**Your Instructor:** Professor Holper has done a little of everything, including taxi driver, fire fighter, cook, soldier, house painter, and teacher. He earned his BA in English at Humboldt State University in 1983, where he also studied journalism. After his graduation, he served for four years in the Army Military Intelligence Corps as a Russian linguist and then went on to earn a Masters of Fine Arts in English at the University of Massachusetts at Amherst, where he wrote a book of short stories. He has since taught at Christian Brothers High School, Jesuit High School, Yuba College, Solano College, and Sacramento City College. He has taught at College of the Redwoods since 1999.

**Office:** My office is in Humanities 1081. Please knock before entering.

**Mailbox:** There is a mailbox on my office door.

**Course Calendar:** You'll find this posted weekly (on Friday afternoons) on the class website, which you can easily find by googling "Holper." The course content is in the website and the class booklet. The instructor only uses Canvas for email. You should print the calendar page(s) each week, three hole punch it/them, and place it at the front of your binder with your class booklet. By keeping organized in this way, you'll have a much better idea what's happening at each class.

**Emergency Response:** in the event of an earthquake, we will wait in the classroom (duck and cover under desks) until the shaking has stopped. Then we will exit in an orderly way out of the north side of the building and gather on the green across the street by the pond. We will not go down to the parking lot until it has been determined that there is no tsunami risk. Cell phone use is fine, but keep in mind that cell phone circuits often overload in an emergency.

## **COURSE REQUIREMENTS:**

**Journals:** After your readings, I will ask you to answer reading questions and write response journals to these readings. You'll find the journal topics posted on the website. Some of these journals will be written in class (in a timed format), and some will be written for homework. They are due in class.

**Required Essay Writing:** three out-of-class, formal essays of 750-1000 words. Each essay must include a prewrite and at least two drafts (the later of which must be tutored). You must keep a copy of the paper for yourself. Please save all work that goes into papers!

**Summative Essay:** after we've completed our three essays, you may choose one of these essays for a substantive revision which will be your summative essay. In this revision, you'll want to include stronger evidence (paraphrase, summary, quotation); a description of what your opponent is arguing and a rebuttal to that argument; stronger organization, sentence variety, and word choice;

**and the correction of any remaining errors. Since this work will represent your strongest work for the semester, it should demonstrate your readiness for English 1A. This revision will count for 20% of your course grade.**

**Tutoring:** On all three of the out-of-class essays you do, you must have an instructor/tutor conference (in the Writing Center or with me in my office). Please note: if you use the Light Center or the LAC tutoring staff, this is also okay, as long as the tutoring form is filled out and signed. After our draft workshop, you must then revise the essay and bring the assignment, the first draft, the revised draft, and the tutor form to the Writing Center for your conference. You'll need to make sure the tutor form is completed before going, as you want to assist the tutor in knowing what you want help with. There are tutor conference forms in your class packet, and you will need to have yours filled out by the tutor and then turn it in to me with the essay packet.

**Late Work/Freebies:** Final drafts are due at the beginning of class on the due date on your syllabus. You are allowed one late final draft for this course (there is a late paper coupon in the packet), but this may only be used on the first two papers. The freebie is good to turn in a final draft paper one week late; that's seven days. As for excuses beyond the freebie date, unless it's an emergency, remember that I've heard better than you can imagine: quarantined for chicken pox, assault with a deadly weapon, AIDS test, etc. Papers that go beyond the due date lose a letter grade a day.

**Draft Workshops:** These are required. In order to make sure you understand how important these are, first drafts are worth 25 percent of the value of each paper. Thus, you cannot go higher than a "C" on a final draft of a paper if you have missed the Draft Workshop or come with no work at all. Absences are not acceptable on Draft Workshop days unless it is an emergency, and you have a written note from a doctor. It is not acceptable to bring handwritten drafts to workshops, and these will not be given credit. No exceptions lounge lizards!

**Papers:** All papers (and all drafts) will be typed. Typing directions for MLA (Modern Language Association) format are included just behind the paper #1 assignment in the class booklet.

**Revisions:** You are entitled to revise any of your paper this semester for a higher grade. (This revision can count both toward the individual paper grade and may be used as your capstone essay. In order to do a revision, however, you must attend a tutor conference and turn in all your original work, your tutor slip, and your revision. Revisions should be completed within one week of the instructor handing the work back to you.

**Plagiarism:** If you blatantly plagiarize a paper, and I catch you, you will automatically fail the course. Inadvertent plagiarism will result in lower grades, but you will not fail the course, although you probably will not do as well on the paper.

**Turnitin.com:** On all the out-of-class papers that we do, you'll be responsible to turn in your paper to the turnitin.com website, which helps all of us in insuring that all work done is original. This must be done before the paper is turned in to me; otherwise, you will receive zero points for the paper (until you do turn it in to turnitin.com). Then you'll need to return the graded paper to me (with the signed, attached cover sheet that says it's now turned in to turnitin.com). For your tardiness, you will receive half a grade off the final grade of the paper; however, if you revise the paper, you may void the penalty, as long as the paper is turned into turnitin.com when it's returned for a new grade. Directions for how to use turnitin.com can be found on the class website, along with a link that will take you to turnitin.com. The class ID# and password will be posted on our website for the first paper. (Once you've inputted the class ID# and password, you don't need to do it again.)

**Attendance:** Students at the College are expected to attend all sessions of each class in which they are enrolled. Students may not miss more than two weeks of class. For example, if a class meets twice a week, students should not exceed four absences for the semester. If a student misses a fifth class and exceeds the limit on absences before week 11 of the semester, an instructor will notify the student that he or she has been dropped. After week 10, excessive absences will likely result in failure.

In addition, I strongly discourage your coming more than 10 minutes late or leaving more than 10 minutes without first clearing it with me. Such practices are disruptive for you and everyone else. If you do come late or leave early (more than 10 minutes) or unprepared that will count as 1/2 an absence. If you miss a class, please remember, it is your responsibility to find out from another student what you missed by calling someone on the phone list.

**Before Census (Week 3):** Be aware that if you've missed two classes and have not turned in work, your name will be cleared from the class roster following in Week 3 (Census Week). If you're in this boat and haven't talked to Professor Holper yet about your situation, you should do so as soon as possible. It's fairly easy to be reinstated if you're accidentally dropped, but it's easier still to avoid being dropped in the first place.

### **Classroom Rules:**

- 1) Don't get up and go to the bathroom in the middle of the class, unless it is absolutely necessary.
- 2) Don't eat in class unless you're a diabetic, and you've indicated that to me.
- 3) Don't crinkle up paper when the writing isn't going well.
- 4) Don't come strolling in late or leave early; don't schedule appointments during class sessions.
- 5) Don't tell me you don't know what's going on in class when the syllabus calendar is already posted with the details of what we've done or what we're going to do.
- 6) Don't ask me for information that is available by reading the syllabus.

**Your Portfolio:** Please save all your work this semester so that you can verify your improvement and so that you're covered in case I accidentally do not record the grade.

### **Grading/Points:**

Rough total (please note that this varies from semester to semester):

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|--|-----|
| 1) Three papers (50, 100, 200)<br>(along with planning worksheets, intro paragraphs, etc.) | 40% |
| 2) Reading responses   | 20% |
| 3) Summative essay   | 20% |
| 4) Grammar   | 10% |
| 5) Writing Center  | 10% |

**Note:** Professor Holper does not grade on a curve; he uses straight point tallies with 90 percent and above as a A, 80 to 89 percent as a B; 70-79 percent as a C; 60-69.5 percent as a D; work below this is usually so late or so poorly composed that is an obviously an F.

**Writing Center:** It's very important to understand that you must complete two things to receive the 10% of your grade for the Writing Center: 1) You must complete 22.5 hours in the Writing Center; 2) You must complete one tutor conference on each of your three out-of-class essays. Should you

**not complete both parts of the requirement, you will lose the full 10%, which could cause you to fail.**

**Note: This syllabus may be modified during the course of the semester, as needed. If there are corrections or additions, these will be posted on the syllabus calendar, which can be found on the course website.**

Calendar is subject to adjustments as needed by the class and instructor

**Week 1**

**Tuesday:** Introduction to the class, website, syllabus, and homework

**HW:** Educational autobiography  
Read the syllabus for a group quiz

**Thursday:** Share educational autobiographies  
Group quiz on syllabus  
Writing Center tour (sign documents, fill out schedule)

**HW:** Begin reading *Mindset* (to p. 54 by next Thursday)

**Week 2**

**Tuesday:** Review calendar for the week  
Learn copy editing marks

**HW:** Begin reading *Mindset* (through p. 54)  
Study copy editing marks  
Read over Glossary of Usage in the Bedford

**Thursday:** Review confusing pairs  
Copy editing marks quiz  
Look at opening and conclusion strategies  
Speed date questions through p. 54 of *Mindset*

**HW:** Continue reading *Mindset* (through p. 143)  
Prepare reading questions  
Write Journal 1 (see website for journal prompt)  
In your Bedford, look at 55a & b Summarizing a Written Text and 54b  
How to Avoid Plagiarism

**Week 3**

**Tuesday:** Review calendar for the week  
Writing Center hours  
Share and turn in Journal 1  
Score and turn in reading questions  
Paraphrase, summary, quotes

**HW:** Finish reading *Mindset* by the end of the week  
Grammar 2  
Look over Paper 1 assignment

**Thursday:** Review Grammar 2 exercises  
Planning worksheets for Paper 1 handed out  
Reading questions returned

**Draft your introductory paragraphs for Paper 1**

**HW: Finish reading Mindset this week**  
**Finish and type up your introductory paragraph in MLA format**  
**Fill out your planning worksheet for Paper 1**  
**Begin drafting Paper 1 for Wednesday of Week 4**

**Week 4**

**Tuesday: Review calendar for the week**  
**WC hours**  
**Check off of intro paragraph (share these aloud)**  
**Turn in planning worksheets**  
**Bird by Bird on first drafts**

**HW: Complete your first draft of Paper 1 for Wednesday**  
**Grammar 3**

**Thursday: Grammar 3 review and check off**  
**Draft workshop**

**HW: Revise your draft**  
**Fill out the tutor sheet and bring along the paper assignment**  
**See a tutor in the Writing Center**  
**Finish your revision of Paper 1 for Wednesday of Week 5**  
**Journal 2 due for Monday**  
**Read the Prologue and Chapter 1 of The Power of Habit**

**Week 5**

**Tuesday: Review calendar for the week**  
**WC hours**  
**Share and turn in Journal 2**  
**Introduce transitions and do transitions practice**

**HW: Complete Paper 1 and put in proper turn-in order**  
**Turn the paper into turnitin.com**  
**Grammar 4**  
**Read up to p. 100 in The Power of Habit by the end of the week**

**Thursday: Grammar 4 check off and review**  
**Turnitin.com mailbox**  
**Readaround of final drafts of Paper 1**

**HW: Reading questions for first 100 pages of The Power of Habit**  
**Read to end of 212 in TPOH by end of next week**  
**Grammar 5**

**Week 6**

**Tuesday:** Review calendar for the week  
WC hours  
Score and turn in reading questions  
Grammar 5

**Thursday:** Paper 1s returned

**HW:** Begin Paper 1 revisions  
Reading questions on TPOH to 212

### **Week 7**

**Tuesday:** Review calendar for the week  
WC hours  
Score and collect reading questions  
Quick write on TPOH

**HW:** Grammar 6  
Finish the book this week  
Finish the last set of reading questions for next Monday

**Thursday:** Revisions of Paper 1 collected  
Grammar 6 scored and reviewed  
In-class reading time

**HW:** Finish the book this week  
Finish the last set of reading questions for next Monday  
Write Journal 3

### **Week 8**

**Tuesday:** Review calendar for the week  
WC hours  
Share and turn in Journal 3  
Correct and turn in the last set of reading questions  
Fill out Planning Worksheet for Paper 2  
Begin drafting your introductory paragraph for Paper 2

**HW:** Complete your Planning Worksheet for Paper 2  
Type up and finish your Introductory Paragraph for Paper 2

**Thursday:** Journal 3 returned  
Planning worksheets for Paper 2 collected  
Share Introductory Paragraphs for Paper 2  
**HW:** Begin drafting Paper 2 for the Wednesday after Spring Break

## Week 9

**Tuesday:** Grade conferences

**HW:** Complete your first draft of Paper 2 for a Draft Workshop on Wednesday

**Thursday:** Draft Workshop  
Planning Worksheets for Paper 2 returned

**HW:** Revise your draft of Paper 2  
Fill out the tutor sheet in your class booklet  
Bring the assignment to your tutor session  
Get a tutor session at the Writing Center  
Final draft of Paper 2 due Wednesday of Week 10  
Bring your copy of HCS to class on Monday

## Week 10

**Tuesday:** Review calendar for the week  
WC hours  
Reading questions on HCS in class

**HW:** Complete your final draft of Paper 2 for Wednesday  
Put the paper together according to the turn-in order for the assignment  
Turn the paper into turnitin.com  
Start reading *How Children Succeed* this week. You should read up to p. 48 by the end of the week.  
Grammar 7

**Thursday:** Turnitin.com mailbox  
Read-around of final drafts and turn in  
Check off and review of Grammar 7

**HW:** Continue reading HCS  
Grammar 8  
Bring HCS to class on Monday

## Week 11

**Tuesday:** Review calendar for the week  
WC hours  
Grammar 8  
Discussion of HCS  
Work on developing a Question at Issue for Paper 3

**HW:** Finish HCS by next Tuesday

**Thursday: Paper 2 returned  
Mechanics review for Paper 2  
Finish up developing a Question at Issue for Paper 3**

**HW: Finish reading HCS by next Tuesday  
Bring HCS to class on Monday**

## **Week 12**

**Tuesday: Review calendar for the week  
WC hours  
Work handed back  
Work on second set of reading questions for HCS**

**HW: Begin filling out the Planning Worksheet for Paper 3  
Finish your Question at Issue for Paper 3 for**

**Thursday: Complete your Planning worksheet for Paper 3  
Turn in your Question at Issue**

**HW: Type up your Planning Worksheet for Paper 3  
Type up an Introductory Paragraph for Paper 3**

## **Week 13**

**Tuesday: Review calendar for the week  
WC hours  
Planning worksheets collected  
Introductory paragraphs shared and checked off**

**HW: Finish your first draft of Paper 3 for next Monday  
Grammar 9 & 10  
Bring your Bedford Handbook to class on Wednesday**

**Thursday: Watch Carol Dweck Mindset video and discuss**

## **Thanksgiving Break**

## **Week 14**

**Tuesday: Review calendar for the week  
WC hours  
Draft workshop**

**HW: Revise Paper 3 draft  
Fill out the tutor sheet for a conference at the Writing Center  
Bring your assignment  
Get a tutor conference at the Writing Center  
Finish your revision of Paper 3 for next Wednesday**

**Thursday: Summative Essay introduction and selection**

**Week 15**

**Tuesday: Review calendar for the week  
WC hours  
More work on Summative Essay**

**HW: Prepare Paper 3 for turn in  
Turn the paper into turnitin.com**

**Thursday: Turnitin.com mailbox  
Read-around of Paper 3  
Class feedback**

**HW: Prepare your Summative Essay for the final**

**Week 16**

Meeting for final  
Summative essay turn in  
All other work returned