

English 100 (4851): College Reading and Writing (4.0 units)

Santa Rosa Junior College, Spring 2020 (1/13-5/13)

Mondays & Wednesdays 1:00-2:50pm, Bussman Hall 1453

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§1 Office Hours: Mondays 12:00-12:50pm and by appointment (Emeritus Hall 1665)

§2 Prerequisites: Completion of ENGL 302 or higher (V8) OR Course Completion of ENGL 306 OR Qualifying Test Score of 109 in ENGL

§3 Disability Resources Department (DRD): Please email disabilityinfo@santarosa.edu or call 707.527.278 (Santa Rosa) or 707.778.2491 (Petaluma) and speak with me about accommodations such as a note-taker, test-taking services, special furniture, etc., by providing me with the Authorization for Academic Accommodations (AAA letter) from the Disability Resources Department (DRD) in Analy Village—Santa Rosa Campus. Contact SRJC directly for authorization from DRD.

§4 Course Description: This reading and writing course is designed to develop skills to the level required for success in ENGL 1A and other transfer-level courses. Formerly ENGL 100B.

§5 Student Learning Outcomes (SLOs): Upon successful completion of English 100, students will be able to: Write coherent, unified, and well-supported essays (800-850 words) on abstract topics with various rhetorical structures; demonstrate ability to synthesize information from various sources within their essays; and demonstrate ability to form grammatically correct and complex sentence structures.

§6 Texts:

• *Breaking Through* (2001), Francisco Jimenez

• *Irresistible: Addictive Technology and the Business of Keeping Us Hooked* (2017), Adam Alter

• *Two course readers* (provided by instructor)

§7 Other required materials:

- Two handout packets: 1) additional readings and 2) reading/writing skills (to be given out the second week of class; **bring BOTH to class every day**)
- One three-ring binder for standard 8 1/2 x 11" paper (1.5 – 2 inches is a good size)
- 1 folder with pockets for your essays

§8 Grading/Assignments:

• five (5) essays ¹ [1-3-1] and papers @ 14% each	(70%)
• homework	(10%)
• in-class essay	(5%)
• final exam essay in-class	(10%)
• class participation	(5%)

§9 Submission of Work: Hardcopy all drafts and revisions and upload attachments to *Canvas*. Word-process, double-space, and staple all work in Times-New Roman, twelve-point font, margins top and bottom 1.0-inch, left and right **1.50**-inches.

§10 Essay Packet Sequence: Please assemble the elements of each essay assignment in this sequence stapled: 1) assignment sheet, 2) cover letter, 3) draft, 4) revision, and 5) tutor feedback form

§11 Cover Letters: All drafts and revisions require a cover letter, which shares the writer's specific experiences (strengths and weaknesses) about the writing process and helps readers help writers. In fact, readers can better evaluate writing when writers share their specific successes and challenges with the

¹ Each essay requires 800-850 words each/5 paragraphs, 160-170 words per paragraph.

composition process for any given draft or revision. Acknowledge your peers, tutors, family members, pets, plants, and even the instructor for any specific feedback they offer.²

§12 Course work:

1. You will write **five (5)** formal out-of-class papers on a variety of topics, plus any required revisions. Papers will be 2 - 5 pages long (depending on the assignment), typed and double spaced, following MLA format. The last three papers will also require a works cited list (bibliography).
2. **Two (2) in-class essays** will happen, one part way through the course and the other the final exam. Makeup exams happen only for verifiable emergencies or extenuating circumstances, at the discretion of the instructor.
3. Homework will involve sentence combining exercises, grammar exercises, writing summaries/responses to the readings, etc. I may give quizzes on the readings in class.
4. **Peer feedback:** Other students in the class (your peers) will give you feedback on your rough drafts. On peer response days, bring one copy of your draft, a “good faith” effort of **at least two pages**. Notes and outlines do not count as drafts.
5. **Attendance at peer response, with a draft, is mandatory. If you miss a peer response or do not have a draft in time, your essay’s grade will fall by 1/3 of a grade, which revision will not alter.** Exceptions happen for verifiable emergencies (hospitalization, car accident, etc.) at the discretion of the instructor. Email me your draft on the due date (before class) if you become ill or cannot attend class.
6. You must submit your rough draft, along with your final, to receive credit for an essay.
7. **Tutoring Feedback:** This course **requires** you to meet with an SRJC tutor (in the Writing Center—1629 Emeritus Hall, 707-521-7836) or with me to get feedback on your draft for all out of class writing assignments (the tutor must sign the draft or you can submit the email response). **I will not accept these assignments without evidence that you met with a tutor before completing the paper.** You must also submit your essays to Net Tutor on Canvas and attach their feedback.

§13 Canvas web page: Course assignments, syllabus, due dates, readings, forms, grades, grammar/writing resources, etc. are all available on the course Canvas page, which I update frequently. Access this page on Canvas after you have logged into your SRJC portal. Use the latest versions of Firefox, Chrome, Safari.

§14 Smart phones: Silence and put your phone away during class. **Do not actively use any electronic device while others in class speak** (during lectures, student presentations, or group discussions, etc).

§15 Attendance: If you must miss a class, then text/email me before class begins. Check with a fellow student, the syllabus, and course Canvas page to keep up with assignments and turn in late work. To avoid late penalties, email me your work on the due date if you cannot attend class that day. If you miss four classes, you must meet with me to talk about how to complete the work you have missed. If you miss five or more classes, I may drop you if you trail too far behind to pass. In this class, we also have an **“Excellent Attendance Award Program.”** Students with two absences or less do not have to take the final, and the 10% of the final exam grade will be redistributed. Arrive late three times (or leaving early three times) counts as one absence. Students with an “A” average can miss three classes and do not have to take the final.

§16 Late Work Policies: I have two late work policies. The first policy concerns homework. I will only accept **homework one class late, with a 3-point deduction**. I will make exceptions only for verifiable emergencies or illness. Email homework to me on the due date so that you get full credit for it. The second policy concerns **late essays**. **You may have a late pass on one essay only.** You may use a “late pass” for any essay this semester except the last one, Essay IV. When you use the late pass, you will have **up to**

² I look forward to reading cover letters sometimes more than the draft or revision itself.

one extra week to turn in the essay without any penalty. I will have late passes available in class on the essay due date. **If you do not use the late essay pass for the whole semester, your lowest essay grade will increase by 1/3 of a grade.**

Late essay penalty (for all essays without a late pass)

Any essay that I receive without the late pass after the due date will reduce **1/3 of a letter grade for every class that it's late – up to one week maximum**. I must receive essays by the end of class on the due date for it to count as on-time. Any essay received after that time will be considered late.

I will not accept essays more than ONE week late, except in cases of verifiable emergencies. I must receive late essays by the end of class, one week from due date at the latest. If you do not complete your essay after one week, better to hand in a partial draft for partial credit than to receive a zero grade on an essay. You can revise any partial draft, except for the last essay.

§17 Revisions: Essay I: Everyone will have an opportunity to revise the first graded essay. I may require that you revise this essay if your original paper does not demonstrate passing skills. You will have **one week** to complete the revision, and you must meet with me before you revise. **Turn in both copies, the one with the original grade on it and the revision. You must HIGHLIGHT the changes that you made in the new essay, so I can understand what you changed. Thank you!**

One additional revision (optional): You may choose to revise one more essay to try to improve your grade on that essay – except the last essay. As with all revisions, you must meet with me before you revise **and turn in the revision and the original, graded essay. You must also HIGHLIGHT or underline changes you made in the new essay.** You must submit this revision by semester's end.

§18 Expectations for Students: Respect each other, hold responsibility for self and others, encourage yourself and others, and hold presence for your classmates. I expect you to focus on our class work and discussions during class time; I will warn students who frequently side-talk, disrupt the class, who do work for other classes, or who are frequently on their phones for non-class purposes. If the disruptive behavior continues, then I may ask you to leave class. If you cannot avoid being absent, contact a classmate and check Canvas to find out what you missed and find any handouts. You have your own responsibility for your work covered in class, whether or not attended.

§19 Plagiarism: Although a vital aspect of our practice in English 100 demands that writers use sources that they read, writers own their ideas and, thus, consider them property; it becomes critical for writers to understand how to borrow ideas appropriately. Ideas branch from other ideas. Indeed, rather than merely summarizing a reading, we will explore and investigate the ideas of others and generate something unique to your perspective. Representation of another's ideas without acknowledgement constitutes academic dishonesty. Per the Academic Honesty guidelines outlined in the *Santa Rosa Junior Catalog*, plagiarism includes but is not limited to the following:

- Copying, in part or whole, someone else's quiz, examination, or other graded or evaluated exercise.
- Submitting work presented previously in another course if contrary to the rules of either course.
- Using or consulting any sources or materials, including electronic devices, not authorized by the professor during an examination.
- Committing other acts which defraud or misrepresent one's own academic work.
- Incorporating sentences, paragraphs, or parts of another person's writing, without giving appropriate credit, and representing the product as one's own work.
- Submitting an academic assignment purchased from a research paper service, or written by another individual; or work obtained electronically (e.g. via the internet) and representing it as one's own work.

The college holds that plagiarism, from language or ideas from sources, will result in the following consequences:

1. No credit/a failing grade (F) on the plagiarized assignment;
2. No opportunity to rewrite the paper.
3. Documentation of the incident through the SRJC student conduct system.

§20 Paragraph Format: A paragraph models an essay in microcosm. As Harvard professor, Barrett Wendell declares, “a paragraph has unity when you can state its substance in a single sentence” (124)³. In addition, every paragraph written for every essay requires a 160-word minimum, 170-word maximum. Paragraphs must contain subordinators, coordinators, and transitional expressions, which include conjunctive adverbs and transitional phrases.

§21 Schedule of Readings and Due Dates

- | | | |
|-------|-------|---|
| I: | 1/13 | Introduction to the course |
| | 1/15: | Begin discussing essay topic #1 (work on brainstorm and outline in class) |
| II: | 1/20: | Dr. Martin Luther King Jr. Day Holiday (No classes) |
| | 1/22: | Due: Introductory essay due (five paragraphs) for homework points;
Due: Read/annotation “Brainology” and complete reading response on it |
| III: | 1/27: | Due: Annotate “Who Gets to Graduate” (annotation points), first ten pages
Due: Syllabus quiz (online on Canvas)
Due: Outline for Essay I (we will work on the draft in class) |
| | 1/29: | Due: Read the rest of “Who Gets to Graduate”; reading response due on it
Due: Essay draft #1 (at least intro + 2 body paragraphs); Peer feedback in class
(-1/3 grade if no draft for peer review)
Get <i>Breaking Through</i> to start reading it. |
| IV: | 2/3: | Due: <u>Final essay #1</u>; 3 – 4 pages (turn in final, draft, outline, peer review, tutor feedback REQUIRED); Begin discussing Essay II |
| | 2/5: | Due: Read/annotate: “Angela Duckworth and the Research on ‘Grit’” + “5 Characteristics of Grit – How many do you have?” -- points for annotating
Due: Read <i>Breaking Through</i> , pp. 1 – 60; quiz in class |
| V: | 2/10: | Due: Read <i>Breaking Through</i> , pp. 61-102; Quiz in class
Due: Read/annotate “Grit, Gratitude and the Art of Sticking with It” (points for annotating); Work on brainstorm in class |
| | 2/12: | Due: Read <i>Breaking Through</i> , pp. 103-150;
Due: Read/annotate “Classes in Courage” (points for annotating)
Due: Brainstorm for Essay II; work on quote sandwiches in class
Revision of Essay I due |
| VI: | 2/17: | Washington’s Day Holiday (No classes) |
| | 2/19: | Due: Finish <i>Breaking Through</i> (pp. 151 – 193); Quiz in class
Due: Brainstorm for Essay II; work on outline in class |
| VII: | 2/24: | Due: Read/annotate <i>Biased</i> excerpts from Ch. 1 and 2; chapter outline due;
Due: Outline for Essay II |
| | 2/26: | Write in-class draft for Essay II (at least intro + 2 bodies); bring outline and book |
| VIII: | 3/2: | Peer review on draft for Essay II (bring a printed copy); work on draft in class
Due: Read/annotate “Don’t let stereotypes warp your judgment” and “4 ways you might be displaying hidden bias in everyday life” + “Got bias?” - points for annotating each |
| | 3/4: | Get instructor feedback/grade on in-class essay
Due: Read/annotate “Black men and public spaces” + “Female business owners find ways to deal with gender bias”+ “Wear this, not this” – points for annotating |

³ *English Composition: Eight Lectures Given at the Lowell Institute* (1891)

- IX: 3/9: **Due: Final Essay II;** 3 – 4 pages (turn in final, draft, outline, peer review)
 3/11: **Due:** Read/annotate “Human brain predisposed to negative stereotypes” + *Biased* (solutions) - reading response due on each; work on synthesis in class
Due: Brainstorm for Essay III (key ideas to include)

+++++SPRING BREAK March 16-22: +++++

- X: 3/23: **Due: Draft** for Essay III (at least one page; peer review in class)
Read/annotate “Black Genius, Asian Fail” academic article (points for annotating)
 3/25: **Due: Essay III** (synthesis and response); five paragraphs/800-850 words
- XI: 3/30: **Due:** Read/annotate *Irresistible* –Prologue + Ch 1 (page 1 – 29 only) + “Is ‘Digital Addition’ a Real Threat to Kids?”; Quiz in class on all readings
 4/1: **Due:** Read/annotate *Irresistible* – Ch 4 Goals (pages 107-120 only) & Ch 5 Feedback (all of it); chapter notes due on both chapters
- XII: 4/6: **Due:** Read/annotate *Irresistible* – Ch 6 Progress (all of it) and Ch 7, Escalation (pages 170 – 190 only); chapter notes due
 4/8: **Due:** Read/annotate *Irresistible* – Ch 8, Cliffhangers (pages 204 – 212 only) and Ch. 9, Social interaction (all of it), chapter notes due
Due: Brainstorm for Essay IV; work on developing your outline in class
- XIII: 4/13: **Due:** Read/annotate *Irresistible* – Ch 11 (pages 267 -277 only)
Due: Outline for Essay IV; work on drafting a body paragraph in class
 4/15: **Due: Draft of Essay IV** (at least intro + 2 body paragraphs) Peer response in class; Choose topic for Essay V.
- XIV: 4/20: Library research/orientation to find online resources and use COM databases
 4/22: **Due: Essay IV;** 4–5 pages (turn in final, draft, outline, peer review, tutor feedback);
Due: Summary of two sources for Essay V
- XV: 4/27: **Due:** Summary of two more sources for Essay V
 4/29: **Due:** Brainstorm + Interview notes for Essay V
- XVI: 5/4: Present your ideas to a small group in class; in-class writing (intro and outline)
 5/6: **Due:** Outline and introduction due for Essay V; in-class writing (one body paragraph)
- XVII: 5/11: **Due: Draft of Essay V** (2 – 3 pages; at least intro + 2 body paragraphs).
 Peer response in class.
 5/13: **Final Essay V** – submit this essay online **on Canvas** (go to the assignments and select Essay 5 – it will be submitted via Turnitin) by 11 am. **NO LATE ESSAYS!**

English 100 Final Exam: Wednesday, May 20, 10am – 12:45pm

Electronic Etiquette Policy (EEP) The Wright Institute

As who has just graduated (2019) from The Wright Institute Counseling Psychology Program, I am adopting the Wright's EEP at the College of Marin. I believe this policy encourages facilitating the best learning environment possible. The following represents the Wright's and my views on this topic:

A plethora of recent research shows that screen use negatively impacts the learning of the user *and everyone else around them.*

Developing and maintaining attention is important for all learners. Counseling students have specific learning challenges that require them not only to learn significant amounts of factual and conceptual content, but also demands they attend to creating and documenting clinical interventions based on such knowledge (Furr & Carroll, 2003). Having sustained focus during training and practice is thus important for students engaging in clinical training who are often learning, processing, and applying detailed concepts and practice. It is with this understanding that a policy on classroom electronics best practice is provided to counselors in training.

The use of portable electronic devices (including laptop computers, tablets, cell phones) is strongly discouraged during class time. Research has shown these devices to be a major distraction and impediment to learning for students, *including those not actively using them* (Glass & Kang, 2018; Ragan, Jennings, Massey, & Doolittle, 2014). Studies consistently show that the use of these devices reduces exam scores, course grades, and overall academic performance (Aragon-Mendizabal et al., 2016; Carter & Greenberg, 2017; Glass & Kang, 2018; Patterson & Patterson, 2017; Ragan et al., 2014)

You may keep your cellphone on, but set it to silent, or vibrate; and keep it out of view. If you must take a call or send a text – which should be only in case of emergency – please step outside the classroom to do so. Save use of these portable electronic devices (e.g., texting, emailing, surfing the web, etc.) for break times or before or after class. Students who fail to abide by this policy may be required to leave the class, and may see their grades impacted, at the discretion of the instructor.

Annotated Bibliography:

Aragón-Mendizábal, E., Delgado-Casas, C., Navarro-Guzmán, J., Menacho-Jiménez, I., & Romero-Oliva, M. (2016). A comparative study of handwriting and computer typing in note-taking by university students. [Análisis comparativo entre escritura manual y electrónica en la toma de apuntes de estudiantes universitarios]. *Comunicar*, 48, 101- 107.

Using the computer as a tool for notetaking involves an initial advantage by increasing the amount of information recorded, but this efficiency is lower when the task demands a deeper coding level: this is more efficiently achieved using handwriting.

Carter, S. P., Greenberg, K., & Walker, M. S. (2017, February). The impact of computer usage on academic performance: Evidence from a randomized trial at the United States Military Academy. *Economics of Education Review*, 56, 118-132.

Students perform worse when computers are available. The reduction in exam performance associated with permitting computer usage appears to occur in both classrooms that permit unrestricted computer usage and classrooms that permit only modified-tablet usage. Allowing computers in the classroom reduces average grades. Computer devices reduce student's knowledge of the material gained during the semester. Computers in the classroom can draw a student's attention away from the class, resulting in a lower understanding of the material. Students required to use computers are not as effective at taking notes as students required to use pen and paper.

Drynarski, S. (2017, November 22). Brain drain: The mere presence of one's own smartphone reduces available cognitive capacity. *New York Times*.

The research is unequivocal: Laptops distract from learning, both for users and for those around them. College students learn less when they use computers or tablets during lectures. They also tend to earn worse grades. One student's use of a laptop harms the learning of students around them. The best evidence available now suggests that students should avoid laptops during lectures and just pick up their pens.

Glass, A. L. & Kang, M. (2018). Dividing attention in the classroom reduces exam performance. *Educational Psychology*, DOI: 10.1080 / 01443410.2018.1489046

Splitting attention between lecture and cellphone or laptop use hinders long-term retention and exam performance for students who use electronic devices and students around them. Students were told they could use their electronic devices in class during half of the lecture periods and asked to keep them put away during the other half.

Student performance was measured with daily quizzes, three unit exams, and a cumulative exam over the course of the semester. Exam scores were poorer for *all* students on the material covered on device-approved days.

Patterson, R. W., & Patterson, R. M. (2017, April). Computers and productivity: Evidence from laptop use in the college classroom. *Economics of Education Review*, 57, 66-79.

Laptops significantly worsen academic performance.

Ragan, E. D., Jennings, S. R., Massey, J. D., & Doolittle, P. E. (2014, September). Unregulated use of laptops over time in large lecture classes. *Computers & Education*, 78, 78-86.

There is a significant negative correlation between class performance and laptop use. Students who used their laptops more in class demonstrated inferior academic performance. Laptop use by other students is the most commonly reported in-class distractor. Student GPAs suffered with increased in-class laptop multitasking. Laptop use can be distracting even for those in the class who are not themselves using the technology. Off-task laptop use is harmful to learning.

Rockmore, D. (2014, June 6). The case for banning laptops in the classroom. *New Yorker*. Retrieved from: <https://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom>.

In investigating the differences between note-taking on a laptop and note-taking by hand: while more words were recorded, with more precision, by laptop typists, more ended up being less: the *pen-and-paper students performed better*. The act of typing effectively turns the note-taker into a transcription zombie, while the imperfect recordings of the pencil-pusher reflect and excite a process of integration, creating more textured and effective modes of recall. Multitasking degrades task performance across the board.

Sana, F., Weston, T., & Cepeda, N. (2013, March). Laptop multitasking hinders classroom learning for both user and nearby peers. *Computers & Education*, 62, 24-31.

Multitasking impairs both simple factual learning and complex application learning. Comprehension is impaired when performing multiple tasks during learning.

Comprehension is impaired for those seated in view of peers engaged in multitasking. Those who multitasked scored 11% lower on a post-lecture comprehension test. Those in view of a multitasking peer scored 17% lower on a post-lecture comprehension test.

Ward, A. F., Duke, K., Gneezy, A., & Bos, B. M. (2017, April). Brain drain: The mere presences of one's own smartphone reduces available cognitive capacity. *Journal of the Association for Consumer Research*, 2(2), 140-154.

Even when people avoid the temptation to check their phones, the mere presence of devices reduces available cognitive capacity. The presence of one's own smart-phone induces "brain drain" by occupying limited-capacity cognitive resources for purposes of attentional control. The presence of smartphones can adversely affect two measures of cognitive capacity—available working memory capacity and functional fluid intelligence.

For a more in-depth exploration of the impact of technology on relationships, creativity, and productivity at home, school, and work, please see MIT researcher and clinical psychologist, Sherry Turkle's 2016 book, *Reclaiming Conversation: The Power of Talk in a Digital Age*

