

## **SYLLABUS for ENGL1AH - Fall 2018 "Honors Composition and Reading"**

Instructor: Scott Lankford, Foothill College

CRN 20102

Room 6401

Tues/Thurs 8:00 a.m.- 9:50 a.m.; Fridays 9:00-9:50 a.m.

5 units

### **Stanford EPIC Initiative**

#### **"Climate Change Across-the-Curriculum" Pilot Course**

[What's Climate-Change-across the Curriculum ...and how do I get an "A"?](#)

### **Required Books -- Available in FH Bookstore (any edition OK)**

- Title: DON'T EVEN THINK ABOUT IT  
Author: MARSHALL  
Edition: Any print, eBook, and/or Audiobook version is OK  
ISBN: 9781632861023  
Publisher: MACMILLAN
- Title: THE WATER WILL COME  
Author: GOODELL  
Edition: Any print, eBook, and/or Audiobook version is OK  
ISBN: 9780316260206  
Publisher: HACHETTE BOOKS  
Shopping Hint: In the Foothill Bookstore, you'll find "extra" copies of this book are currently shelved with my ENGL1BH.01H section (but not in the ENGL1AH section)
- Title: DRAWDOWN  
Author: HAWKEN  
Edition: Any print, eBook, and/or Audiobook version is OK  
ISBN 9781250141224

### **Climate ConneXions Facebook Page and Twitter**

To provide the widest possible research sources for student essays, I run a [Climate ConneXions](#) Facebook Page -- updated daily! Note that you do not need to friend me on FB to access this page. I also tweet out climate change research articles for student essays at @ClimateConneXions

### **Top Ten Tips: A Survival Kit for Student Writers**

My popular handout packet -- full of useful tip-sheets and time-tested writing techniques--can be downloaded as a PDF from the Files section in this CANVAS course.

### **Power Punctuation Tip-Sheets**

Level Up! The Files section of this CANVAS course also contains a series of tip sheets to help you master what I call Power Punctuation -- including dashes, colons, semicolons, and parentheses.

### **Course Grading Scale**

- 940-1000+ points = A
- 900-939 points = A-
- 870-899 points = B+
- 840-899 points = B
- 800-839 points = B-
- 770-779 points = C+
- 700-769 points = C
- 600-699 points = D
- less than 600 points = F

### **Graded Assignments Scale (100 points = 10% of Final Grade)**

- **20 Daily Participation Grades = 12% of your final grade** (2 points each Tu/Th for completing reading homework, 2 for arriving on time, 2 for class participation).
- **10 Weekly Friday Tests = 18% of your Total Final Grade** (each test is worth only 2% of your grade)
- **3 Monthly Five-Page Minimum Formal Essays = 60% of your Final Grade**
- **1 Public Writing Project = 10% of your Final Grade**

### **Extra Credit Rewrites**

- Earn up to +20 points each for rewriting up to three essays plus the Public Writing Project
- That's up to 8% extra credit toward your final grade.
- Detailed requirements and guidelines apply
- To earn the "right to rewrite" all essays and PWPs must be turned in prior to the end of Week 11.
- All graded essays and PWPs automatically include detailed specific suggestions for rewriting
- Hint: it is pointless procrastination to obsess about rewrite guidelines prior to turning in an essay. Wait until your essay is graded!
- For detailed guidelines, sample rewrites, and instructions go to the Rewrites section under the Files tab in CANVAS

### **Extra Credit Participation**

- Week 11 through Week 12 all Tue/Thurs classes count as "extra credit" for participation points (so they show up as worth "zero" on CANVAS)
- This allows you to make-up/replace up to three days of classes missed due to illness or schedule conflicts

- You can also make-up/replace points deducted if you didn't finish your assigned reading before class time
- Students who have "perfect attendance" can even bank a few extra credit points for exemplary class participation
- Additional extra credit for participation in course-related campus events may be offered from time to time (at the instructor's discretion)

### **How to Submit Rough Drafts vs. Final Drafts of Essays**

- Send Rough Drafts to my email at [lankfordscott@foothill.edu](mailto:lankfordscott@foothill.edu) for a non-graded "60 second glance"
- Submit Final Drafts to the appropriate ASSIGNMENT tab in CANVAS for a carefully graded "60 minute full assessment"

### **4 Ways to View Assignments**

- **Syllabus** (scroll down to the bottom of this page!) -- or
- **Assignments tab** in CANVAS -- or
- **Modules tab** in CANVAS -- or
- **Calendar** feature in CANVAS

### **Weekly Workload -- For Planning Purposes**

Workload --->

- **Bi-Weekly:** Tues/Thurs Reading Assignments
- **Weekly:** Friday (optional) Essay Tests
- **Monthly:** 5-page (1500 minimum) Essays Project
- **Extra-Credit Rewrites:** of any-of-the-above assignments to earn up to +20 points = a full grade higher!

### **Drops and W's**

- As an adult learner, you are responsible for your own enrollment status. Should you decide to drop this class for any reason, do so officially through the Foothill MyPortal system. Don't expect me to do it for you.
- Warning: After Week 8, you can no longer drop any FH College course with a grade of W. Instead you must receive a letter grade, even if that grade is a D or F.
- I appreciate receiving a note explaining why you chose to drop (no judgments, no grudges). Just curious.

### **How to Contact the Instructor**

- Use the internal messaging system in CANVAS to contact me.
  - Please don't use my work phone or voicemail to contact me. I'm rarely in my office.
  - For "other" correspondence unrelated to this course, email [lankfordscott@foothill.edu](mailto:lankfordscott@foothill.edu)

### **Drop-In Office Hours -- Room 6015**

- Drop-In Office Hours for Fall 2018
- Mondays, Tuesdays, and Thursdays 12-1 p.m.
- Fridays 8 a.m. - 12 p.m.
- And by appointment, by phone, by confer
- zoom, etc. --email me with your available times

### **Instructor Credentials and Information**

- My official [Foothill Faculty Website \(Links to an external site.\)](#) [Links to an external site.](#) contains general information about my career and credentials -  
- plus my official academic C.V. (the educator's equivalent of a resumé).

### **Official ENGL1AH Course Catalog Description**

"Techniques and practice of expository and argumentative writing based on critical reading and thinking about texts. Reading focused primarily on works of non-fiction prose, chosen to represent a broad spectrum of opinions and ideas, writing styles, and cultural experiences. Fulfills the Foothill College reading and composition requirement for the AA/AS degree and the university-transfer general education requirement in English reading and written composition. The honors section offers rigorous preparation in analytic reading and writing skills for students intending to transfer to a four-year college or university. Course provides opportunity to engage contemporary social and ethical issues through small group discussion, a structured sequence of papers requiring higher-level thinking tasks, and collaborative projects. Emphasis is placed on multiple drafts and substantive revision to produce articulate writing appropriate to academic disciplines. Research paper is required." --Foothill College Course Catalog

### **Official ENGL1AH Student Learning Outcomes (SLOs)**

By the end of this course, students can

1. integrate information from texts to develop a main idea using quoting and paraphrasing;
2. articulate a main idea at essay level using a thesis;
3. make inferences from college-level texts;
4. articulate a main idea at paragraph level using a topic sentence;
5. develop a main idea at paragraph level;
6. organize and develop a main idea at the essay level.

### **Foothill College Resources for Students**

- The Disability Resource Center <http://www.foothill.edu/drc/> ([Links to an external site.](#)) [Links to an external site.](#) ([Links to an external site.](#)) ([Links to an external site.](#)) [Links to an external site.](#)
- Financial Aid - <http://www.foothill.edu/aid/> ([Links to an external site.](#)) [Links to an external site.](#) ([Links to an external site.](#)) ([Links to an external site.](#)) [Links to an external site.](#)

- Foothill Online Learning - <http://foothill.edu/fga/> (Links to an external site.) [Links to an external site.](#) (Links to an external site.) (Links to an external site.) [Links to an external site.](#)
- Foothill College Library <http://www.foothill.edu/library/> (Links to an external site.) [Links to an external site.](#) (Links to an external site.) (Links to an external site.) [Links to an external site.](#)

### **How Are Honors Courses Different?**

- Longer and more difficult required reading selections
- More frequent and more difficult writing assignments
- More rigorous grading criteria
- More rigorous expectations for student preparation and participation
- Classroom environment and behavior appropriate to mature adult learners

### **Foothill College Honor Code**

- Please review the information on academic honesty before we start. Click on “Academic Integrity” at this link: <http://www.foothill.edu/services/handbook/index.php> (Links to an external site.) [Links to an external site.](#) (Links to an external site.) (Links to an external site.) [Links to an external site.](#)
- You might also review [http://www.foothill.edu/fga/avoid\\_plagiarism.php](http://www.foothill.edu/fga/avoid_plagiarism.php) (Links to an external site.) [Links to an external site.](#) (Links to an external site.) (Links to an external site.) [Links to an external site.](#)
- Visit these page for details of this policy. You are responsible to submit your own work, use your own words, credit all quotes and work with integrity. Failure to do this will carry the significant consequences.

### **Creating a Safe and Respectful Learning Community**

- **Together** we will explore a wide range of topics--including religion, politics, gender, sexuality, race and ethnicity.
- **Together** we will come to these discussions with an open mind, a spirit of shared respect, and a desire to create a truly safe and supportive learning space for our peers by avoiding derogatory language or actions.
- **Together** we will enforce a strict line between expression of personal opinion and belief (very welcome in class) and expressions of prejudice (e.g. racism, sexism, religious intolerance, homophobia, transphobia) in your language or non-verbal behavior (not welcome in class).
- **Together** we will work through our shared challenges, concerns, and disagreements. If at any time you are concerned about the class environment, or find yourself feeling threatened, demeaned, harrassed, disrespected, or intimidated, please message me so we can address the situation promptly and proactively.
- **My Preferred Pronouns** are he/his/him. I'm a cis-gendered gay male (and a co-advisor to the Foothill College Gay/Straight Alliance Club).