Welcome to English 7, and congratulations on passing English 1A! By passing English 1A, you have demonstrated at least competent, and perhaps even excellent, skills in reading, writing, and critical thinking at the introductory transfer level. English 7 will help you bring your writing skills to a still higher level and concentrate in particular on the rigor of your thinking. You will learn then, to judge the quality of your own and others’ ideas not just based on your own information, or even just on whether they sound logical and well thought-out, but on a deep understanding of the ideal thinking process and a rigorous set of intellectual standards. Being able to evaluate thinking in this way will help you in your future careers and in your future lives as citizens who fully participate in their democracy and will not be manipulated.

As we learn the techniques of critical thinking, we will endeavor to not just understand, but at least temporarily inhabit the perspectives of people in the “developing” world and then discuss how our analysis of their patterns of thinking might impact our American perspectives on any given issue. The United States of America is considered part of the “West,” a civilization rooted in the Judaeo-Christian civilization that is imagined as originating in Greece. Through the imperial history of a number of European nations, the West has dominated the global stage in relation to the “East,” what was called the “Orient,” and in relation to the Americas and Africa as well. The paradigm, or worldview, of the west still dominates our globalized world, whether in terms of politics, economics, or culture. At the same time, we are increasingly realizing our interdependence with all nations and peoples and with the fragile environment we live in. Non-western societies have often been considered “wild,” whether because they’re perceived as primitive or because they live in un- or underdeveloped places. To more fully understand the various peoples with whom we are interdependent, it is vital that we understand issues and relationships from their perspectives and then reexamine our own. We must attempt to shift our “paradigm,” or the intellectual and emotional framework within which we understand the world and our role within it. To that end, we will read texts covering fields including post-colonial fiction and criticism, environmentalism, international business, ecotourism, sociology, and history—as the course title indicates, this course covers critical thinking, reading, and writing across disciplines.
This portion of this syllabus will serve as our “contract” for the course—it outlines my expectations and your rights and responsibilities. The second portion of the syllabus, the course schedule, follows.

I look forward to bending our brains together this semester!

**Texts to Purchase:**


**Be sure to purchase the correct editions of these texts.** If buying at the bookstore, be sure the staff hands you the correct edition; if buying on Amazon.com or elsewhere online, be sure you buy the correct edition. There are other editions of the Allyn & Bacon guide, and the Norton Critical Edition of Chinua Achebe’s *Things Fall Apart* has additional essays and illustrations that we will use in class.

If you choose to rent your books, please do so through the bookstore or online *only if they say you can return the book marked*—annotation is an integral part of this course. The bookstore sometimes makes digital copies of textbooks available, but if you purchase a digital copy, you must use the provided annotation program and bring a laptop to class every day so that you can access the reading and your annotations. Finally, the books will soon be on reserve in the library, and you could copy the pages you need, but you would need to copy excerpts in advance to bring to class.

**Texts Available through LPC Catalog, Databases, or Blackboard:**


Lambert, Tim, dir. *Guns, Germs, and Steel*. (documentary)

Selected articles and chapters from the following:

Dowie, Mark. *Conservation Refugees: The Hundred-Year Conflict between Global Conservation and Native Peoples*.
Fletcher, Robert. *Romancing the Wild: Cultural Dimensions of Ecotourism*.
Nash, Roderick. *Wilderness and the American Mind*
**Opposing Viewpoints in Context:** Articles dealing with debate over drilling in ANWR.

Additional Readings to Support Research
When I assign articles or chapters that are not in one of our purchased texts, I will upload them to our Blackboard site and put them on reserve in the library. If the article is available in the library databases, I will direct you to download it and print it from there. You can choose whether you would rather print them on your home computer or copy/print in the library. Again, you will need to annotate or take notes on all your reading.

**Required Materials:**

A 3-ring binder  
Loose-leaf hole-punched paper, dividers, and pocket folder or zippered case.  
Computer “GoPrint” card and campus ID for on-campus printing and library  
A portable 3-hole puncher  
A stapler, either mini or standard, and staples  
Binder clips, small or medium (maximum size)

The 3-ring binder should be at least 1 ½". I recommend labeling your dividers as follows: “Syllabus and Homework,” “Class Notes,” “Readings and Reading Notes,” “Essays and Peer Editing,” “Research” and “Misc. Assignments.” The “Misc. Assignments’ section will have everything from critical thinking exercises to quizzes—any assignments related to the reading or writing process for a given assignment should go in the “Readings” or “Essays” sections. Choose whatever organizational system makes the most sense to you, though—just as long as you’re organized. You should hole-punch and staple all your essays, and I will do my best to provide hole-punched handouts for you. Purchase hole-punched loose-leaf college-ruled paper for handwritten assignments and exercises—do not rip your lined paper out of a spiral notebook unless the perforated lines are high quality—otherwise you will hand in paper with annoying stubs all down the left-hand side.

**Bring your binder and the readings to class every day.** We will not always use the *Allyn & Bacon*, but it is important to have it on hand. Please also purchase a small stapler and binder clips to carry with you since I do not accept dog-eared, corner-folded, or paper-clipped essays (see “Grading Policy” section). Staples are preferable to binder clips, but when essay packets get too large for staples, I will ask you to **use a binder clip, not a paper clip**, to keep everything together. Having a portable 3-hole puncher will help you keep your work hole-punched and properly organized in your binder.
### Grading Policy:

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>100</td>
<td>Essay 1—The Conflict of Cultures: <em>Things Fall Apart</em> (Fiction) as Argument (3 pages)</td>
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<tr>
<td>100</td>
<td>Essay 2—Competing Paradigms: Development and Conservation (Analyzing and Assessing Thinking) (3 pages)</td>
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<tr>
<td>100</td>
<td>Essay 3—Argument Research Essay, Environmental Conservation—Conflicts between Western, Developing Nation, and Indigenous Paradigms (4-6 pages)</td>
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<tr>
<td>50</td>
<td>In-Class Response—<em>Wild</em> (film) and Cultural Dimensions of Ecotourism (2 pages)</td>
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<td>100</td>
<td>Essay 4—Evaluation Research Essay—Students as Global, Ethical Consumers (5-7 pages)</td>
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<td>50</td>
<td>Evaluation Presentation</td>
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<tr>
<td>200</td>
<td>Additional Instructor Assignments</td>
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<td>700</td>
<td>TOTAL</td>
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Final grades will be awarded based on the following scale: 90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D; 0-59%=F. There will be some small assignments that are not graded, and you will be expected to do things like annotating that will not always be graded. Please know that these assignments should be taken just as seriously as assignments that earn you points. You are more likely to do well on the large assignments if you do all the small assignments, whether points are awarded or not. In the working world you will not be awarded points for doing small things that are for your own or the company’s good, but competence and promotions will come to people who do those things regardless.

### Assignment Guidelines:

#### Time Management:

Time management, even more than careful reading and writing, will contribute to your success in this course. Remember that each unit of a class assumes two hours of homework a week. **This course is 3 units; therefore, you should assume 6 hours of homework a week.** Sometimes it will be less than this, in anticipation of our final research project demanding more time. Regardless, be sure your course load and work, sports, and family schedules accommodating of this workload. Also keep in mind that if you are reading and writing in English as a second or third language or if you have a learning difference, assignments may take you longer. If you have a mental illness, have a physical illness or injury, or experience financial difficulty over the course of the semester, you may also have difficulty completing assignments on time. Please know that you must contact me the moment you know that something may interfere with your ability to complete your assignments on time. I will work with you to map out a timetable so that you can fulfill your course obligations.
**Reading Skills:**
The reading for this course will at times be challenging, as is appropriate—it articulates as a second semester of undergraduate composition and a critical thinking course at a four-year college. You will be expected to use all the pre-reading, reading, and post-reading strategies I put at your disposal and read the whole reading selection assigned. If you are routinely finding the reading too challenging, let me know, and we can do more intensive one-on-one work on reading.

**Writing Skills:**
While I assume that you have basic writing competence because you passed English 1A, I will review the writing process, proper citation, grammar, and the like briefly before we enter into each assignment. That being said, I will spend most of our time bringing your writing to the next level. For instance, I will help you move from signal phrases like

> The missionary Mr. Kiaga says, “The heathen say you will die if you do this or that, and you are afraid. They also said I would die if I built my church on this ground. Am I dead?” (Achebe 91).

TO

Intending to expose the ways in which African logic is flawed, Mr. Kiaga reminds the village outcasts that converting to Christianity will not kill them. He reasons, “The heathen say you will die if you do this or that, and you are afraid. They also said I would die if I built my church on this ground. Am I dead?” (Achebe 91).

Similarly, you will learn to write more sophisticated transitions, gain more confidence in citing paraphrases or summarized material, and continue to refine your editing skills.

To help you meet these more ambitious goals for your writing, I will provide you with a grading rubric before you write each essay. Be sure to check the rubric as you write and revise to achieve the best outcome possible.

**Required Assignment Formats:**
Each essay draft must have an introduction, at least two body paragraphs, a conclusion, and the required citation of texts. Incomplete or missing essay drafts will result in 10 points being docked from your final essay grade. Please do bring in complete essay drafts, no matter how rough, so you will earn full points and have a productive peer editing and revision experience. Final essays will be docked 10 points for each page they are short of the page minimum.

All summaries, short responses, and essays should be turned in typed (in a Times New Roman font no smaller than 12-point), double spaced with one-inch margins, justified along the left-hand margin (except for the title, which should be centered), and headed according to the guidelines in *A Writer’s Reference*. I will let you know what other writing assignments should be typed—all should be headed. Finally, you must staple your
papers in the upper left-hand corner—I will not accept papers that have been dog-eared, paper-clipped, or merely folded down. If you are turning in a large packet of papers, I will ask you to use a binder clip.

*Late Work Policy:*

This class is busy with assignments. Getting behind will adversely affect your ability to pass the class and will make it difficult for us to function well as a class. Accordingly, I have a strict policy on late work:

- Each student may use **two late passes a semester; one for an essay draft of his or her choice, whether first or final, and one for an assignment, whether missed due to absence or not completed by the due date.** Do not use these passes lightly—you only get two for the semester, and you should save them for real emergencies. If you do not use them by the end of the semester, you can turn them in for 15 points extra credit (10 for the essay pass and 5 for the assignment pass).

- **Know that if you are forced to be absent, the work we completed in class that day will be considered late and will be awarded no credit without a late pass. Emailing work to me later in the day will not result in it being considered on time.** If your work is late and you know you will not earn points for it, don’t consider it a waste of time to do it— instructor feedback is always valuable and will help you improve for the next assignment.

- **To avoid getting no credit for the homework assigned on the day you are absent, you must obtain the assignment and any handouts from that day’s class and complete the homework before you return.** The only exception is if you use a late pass, but you only get one a semester, so it’s important to know the following:
  - Most handouts are available online, but sometimes you will have to contact me for a handout or come to my office for it.
  - It’s also a good idea to contact me or a fellow classmate through Blackboard or by means of a phone list we will circulate in class. Contact a classmate and/or your instructor as soon as possible—don’t wait until the night before you return to class to contact someone.
  - I even recommend that you make an office hour or Blackboard online chat appointment with me to discuss what you missed in more depth. This consultation can count for your “Get Some Help” assignment.

- **Once the essay late pass has been used, late essay drafts will result in your final essay draft automatically being docked 10 points.** If the draft is a first draft, you will also miss out on peer editing points (10) for that day. You may not use an assignment late pass for peer editing.
• **Work is also considered late if it is not ready at the beginning of class.** This includes not coming to class with an essay draft already printed or a workbook assignment completed.

• **Tests can only be made up if you email me ahead of time about your impending absence; simply not showing up for the test will not entitle you to make it up.**

**Extra Credit:**

I do not often provide extra credit opportunities outside of class, but occasionally there will be a campus event or play or museum exhibit in the larger community that I will allow you to attend and write about. A more frequent source of extra credit is to volunteer to take thorough class notes and email them to me so that I can post them on Blackboard for other students to view.

**Attendance:**

**Attendance is mandatory.** Like language courses, reading and writing courses require a high level of commitment and conscientious completion of all in-class and take-home assignments. **If you miss a total of four consecutive or six cumulative instructional hours and/or two consecutive weeks of instruction, you may be dropped from the course.** For this course, six cumulative instructional hours is five class meetings.

**Absence from Class and Completion of Homework:**

Again, if you are forced to be absent, you are responsible for contacting your instructor and/or a fellow student, getting the homework, and obtaining any handouts from that day’s class on Blackboard. When you return to class, you must come with any assignments that are due on that day, even though you were absent. For this reason, be sure to contact your instructor and/or a fellow student (or both) for the homework the moment you know you will be absent. This way, you’ll be sure to receive a response in a timely manner.

**Lateness:**

**Please do your utmost to avoid being late for class.** If you are late to class, you may miss class work that you will not be able to make up. I will not be able to interrupt class to explain what you missed. Late-arriving students affect the smooth running of the classroom; students should make every effort to avoid interfering with our class’s ability to function pleasantly and efficiently.

**If you are late, be sure to inform me after class so that your lateness will not be counted as an absence.** Early departure from the class or arriving over 30 minutes late will result in an absence. Students with perfect attendance will earn 20 bonus points at the end of the semester.
Drop Deadlines:
If your attendance is satisfactory but you decide to drop the course for other reasons, please talk to me before doing so. Do not just “disappear.” It is worth discussing whether we can find a way for you to thrive in the class and earn a passing grade and complete an important college requirement. If, after a consultation with me, you decide to go ahead and drop, know that February 6 is the last day to add or drop with a No-Grade-of-Record (NGR) in person, and February 8 is the last day to do the same online via CLASS-WEB. April 17 is the last day to withdraw with a W in person, and April 19 is the last day to withdraw with a W online.

Please be aware that state policy now allows you only three attempts to complete a course. W's, D's, F's, and NC's all count as attempts. After three attempts to pass a course (or equivalent course), students will be blocked from registering for that course (or its equivalents) again at either Las Positas or Chabot College unless a special circumstance petition is approved, as described in the Administrative Rules and Procedures.

Final Exam:
You must also be present for our final exam. It will be held Thursday, May 28, from 11:30-1:20 am in 4213. We will be continuing our presentations of final projects.

Creating an Academic Community:
I am dedicated to creating a safe, friendly, and cooperative learning environment. Here are some ways you can help:

• **Class participation** is integral to your success in this course. To ensure that your comments are the most effective, come to class on time and prepared and be respectful of your instructor and fellow students. That being said, you should not be afraid to say something that is challenging or upsetting to your fellow students or your instructor. Significant learning can happen when we disagree. However, please engage in deep listening and avoid talking while I or another student is talking.
• **You must be engaged with our classroom community.** All cell phones must be turned off during class. If a cell phone accidentally rings, you will not answer the call; instead, you will turn the phone off. If your phone accidentally vibrates and you receive a text, you will not look at the incoming call or text, and you will not text a reply. Any emergency can be dealt with after class if you have planned your day accordingly; parents, friends, and employers should know your school schedule and respect it by planning around it. Relatedly, you may not use your laptop or the lab computers to surf the web or check social networking sites or email while class is in session. Please also do not leave your seat or the classroom without permission. Finally, if you disrupt the class after being given a verbal warning, you will be asked to leave for the day (an absence) and will be given a written warning. Depending on the situation, you may also be sent to see the Dean of Student Services before returning to class.
• Get to know each other and support each other. I will facilitate this as best I can with classroom activities, but feel free to use break times and Blackboard’s email to build a network of college friends and a support system. You may always email me or visit my office hours with questions. With students’ permission, I will also post a phone list.

Academic Honesty:

The principles of academic honesty will inform everything we do, whether taking tests, summarizing our readings, writing essays, or compiling research essays or projects. **Make sure all your work is original to this course and to you.**

• Seek out and accept help from others, but make sure that others don’t get so involved in helping you that they write portions of your assignment. To succeed in the workplace, you need to be able to write well unassisted.

• Watch for accidental plagiarism when writing reading responses and essays that integrate the words and ideas of articles read and annotate in class.
  
  o When summarizing the essay or story you’ve read and annotate for a reading response, you need not cite the article—it is obvious what article you are citing since you are writing a reading response on only one selection at a time.
  
  o However, you should be very careful not to use the exact wording of the piece you are reading unless it is in quotes, and when you paraphrase its wording, you should avoid both the wording and sentence structure of the original.
  
  o Whether using direct quotations or paraphrases, be sure to cite the author (just the page is fine in the writing you’ll do for this class). Correct quotation, paraphrase, and citation will be reviewed in class, but remember that you learned this in English 1A. Our *Allyn & Bacon Guide to Writing* should be a reference that you consult often.

• Never cut and paste anything from the Internet into your own written work.

• Never recycle your own work from a previous course unless you ask your instructor first.

• When a student is charged with cheating, plagiarism, or some other breach of proper academic conduct, Las Positas will process the charge “in accordance with the policy and procedures in order to protect the student’s rights and the College’s interest. A student may be expelled, suspended, placed on probation or given a lesser sanction, as deemed appropriate, for one or more of the causes occurring on College/District premises” (*Las Positas College Catalog 2012-2014* 26). **Any breach of proper academic conduct, whether intentional or accidental, will be documented and described on a form with your and my signatures and forwarded to the Dean of Arts, Letters, and Social Sciences. He will then contact you for a meeting and consider disciplinary action.** For more information, you may consult the Vice President of Student Services (Diana Rodriguez), the Dean of Student Services (Barbara Morrissey), and the Associated Students of Las Positas College (ASLPC). You can review LPC’s policy on academic honesty at
http://www.laspositascollege.edu/facultystaff/honesty.php. Please feel free to consult me if you are unsure how to attribute someone's work or properly proceed with an essay assignment or exam.

Extra Help and Advice:

Whether you seek to avoid plagiarism, get reading help, improve your writing and grammar, or just talk about the course and your academic career, please do not forget that I am here to help you. You should know that I will make myself available for limited individual consultation on the days devoted to workshops, group work, and preparing your research project. But if you desire to speak with me at greater length, please visit my office hours or approach me after class to set up an alternate conference time. I may occasionally ask some of you to come to my office hours to review and essay, help with critical thinking concepts, or clear up grammar problems. I might also point you to various websites or a tutor for more help. The RAW (Reading and Writing Resources) website (http://www.laspositascollege.edu/raw/) and the Online Writing Lab (http://lpc1.clpccd.cc.ca.us/lpc/dry/englab/englabindex.htm) are valuable resources.

There are also places on campus where you can get extra help. The Tutorial Center in 2401 provides drop-in tutoring with an instructor or student as well as opportunities to work with a student tutor on a weekly basis. It also has a quiet study space. The Tutorial Center will be open from 9-6 M-Th; in week 2, they will begin drop-in tutoring and in week 3, they will start scheduled tutoring. The Writing Center, also in 2401, provides 20-minute drop-in consultations with an instructor at any stage of a reading or writing project. Their hours are M-Th 10:30-2:30 and T/W 4-6 pm. Online hours are also available. Consult http://www.laspositascollege.edu/tutorialcenter/index.php for more information.

If you need additional help, I might recommend that you visit the Counseling Office, visit the new Veterans' Center, apply to the EOPS program, inquire about ESL courses, or visit Disabled Students' Programs and Services (DSP & S). ESL 26 is an excellent 2-unit editing course that you can take alongside this or any other course if you have done the ESL assessment test. Please also let me know if you have a physical or mental disability that is interfering with your successful completion of the course.

I look forward to our semester together!