

NORTH SEATTLE COMMUNITY COLLEGE
COURSE SYLLABUS
English 101: English Composition I
Winter Quarter 2011

Instructor: Jacquelyn (Jackie) Bopp

Office: IB 2423C, Suite 3

Office Hours: by appointment

Phone: (206) 527-3753

E-mail: jbopp@northseattle.edu

Class time & location:

Section 01	Section 06
Daily 8:00-8:50 am	Daily 10:00-10:50 am
CC 3360	IB 3422

*Teachers open the door, but
you must enter yourself.*
- Chinese Proverb

Required Text:

Cohen, Samuel, ed. *50 Essays: A Portable Anthology*. 2nd ed. New York: Bedford/St. Martin's, 2007.
(ISBN 0312446993)

Lunsford, Andrea A. *Easy Writer: A Pocket Reference*. 4th ed. New York: Bedford/St. Martin's, 2010.
(ISBN 0312650310)

Other Requirements:

- Notebook paper and pens/pencils (for notes and in-class writing assignments)
- Folder or binder (for handouts)
- Word Processing and Internet access (for drafting and submitting essays)
- Computer competence (enough computer know-how to allow you to type essays using a word processing program, save work in a location that allows future access in multiple locations as well as in a format compatible with instructor's system capabilities, and email as attachments all documents pertaining to complete essay submission)

COURSE DESCRIPTION & LEARNING OBJECTIVES

This course is designed to help you become more reflective, critical, and confident readers, thinkers, and writers through structured and consistent practice, which will emphasize writing as a process. In order to achieve these goals, you will:

1. Read critically in order to analyze, discuss, evaluate, and respond to texts;
2. Write in order to discover the meanings in the texts of others and to discover your own ideas in relation to those texts;
3. Constructively respond to ideas classmates shared in class or in writing;
4. Evaluate and apply others' feedback on ideas you shared in class or in writing;
5. Produce coherent prose with a clearly articulated thesis, adequately developed support and transitions, and a logical organization scheme, all of which reflect sensitivity to the essay's audience and purpose;
6. Be aware of the problem of plagiarism and understand the importance of intellectual honesty;
7. Responsibly, accurately, and smoothly integrate source materials into your own writing to add support and emphasis;
8. Produce concise, grammatically and mechanically correct prose;

9. Effectively collaborate in both large and small groups.

PREREQUISITES

This course is a college level English composition course which requires you to provide documentation that indicates you have the skills necessary to succeed in this class. You must provide a copy of (1) the placement test evaluation from the NSCC Testing Center, (2) a signed form from the Testing Center indicating alternative placement, or (3) the final recommendation from your previous NSCC English Instructor no later than **Friday, January 7**. If no documentation has been provided during the first week of class, you will be dropped from the class roster—no exceptions.

ATTENDANCE POLICY

In order to achieve our objectives, class time will be filled with activities and workshops designed to make you better readers, writers, thinkers, and students. Many of the activities planned are collaborative—we will help each other improve as readers, writers, thinkers, and students by working together toward common goals. These activities and workshops cannot be recreated or made up out of class time, so it is imperative that you be in attendance every minute of every class session.

Attendance will be recorded by your signing in as you enter class. The sign-in sheet will be collected by five minutes past the hour.

- ❖ If you are late, it is your responsibility to see me after class to make sure that your attendance is noted; otherwise, you may be marked absent.
- ❖ Frequent and/or consistent late arrival and/or early departure will be dealt with as outlined in the class Values Agreement.
- ❖ Please notify me when you know you will be absent. It is your responsibility to get notes, handouts, etc. in order to return to class prepared.
- ❖ If you are absent ten days (the equivalent of two weeks of class), you will receive a failing grade for the course.
- ❖ If you are absent fewer than ten days, your participation grade will be affected as outlined in the class Values Agreement.

CLASSROOM DECORUM

You are now in college, so I expect you to behave as if you recognize your place in an institute of higher learning and the respect for yourself and your colleagues that such a place entails. Coming to class every day on time is one of the most important ways of showing your commitment to your education. However, once you are here, there are certain behaviors that will communicate that commitment, certain behaviors that will communicate your respect of the fact that the classroom is a *shared* learning environment—i.e. that your behavior affects your colleagues' abilities to make the most of learning opportunities presented in this space—and certain behaviors that undermine all our efforts. We will discuss the personal and educational values we share and the attitudes and actions that will demonstrate those values more in depth in the first week of class, producing a mutually acceptable Values Agreement that will outline our shared expectations and the consequences for flouting those expectations. That Agreement will become an addendum to this syllabus document.

GRADING PROCEDURE

The final grade in this class will be determined by your participation in class and in the writing process and your performance on in- and out-of-class essays.

❖ Participation 20%

Participation includes coming to class on time and prepared—having all necessary materials (text, paper, pens, etc.) with you and having read and thought about the assigned text; offering thoughtful responses and questions during class discussions of assigned readings; offering thoughtful and constructive responses to peers' drafts during review and editing sessions; demonstrating critical yet respectful listening and consideration of divergent perspectives. Participation also entails a proactive stance towards your education. When you are struggling, seek help; when you are confused, ask questions. When you encounter life situations that impede your ability to complete work on time, see me so that we can discuss strategies and options to fairly and successfully complete the course.

Your participation grade will be assessed holistically (A-F scale) two times during the quarter: once at mid-term, the other at the end of the quarter. These two assessments will not be averaged. The mid-term assessment will help you identify if your participation level is acceptable or needs to be “amped up.” In order to help me assess your participation, I will use attendance records, observations, peer feedback, and your meta-analysis (these tools will be made clearer throughout the quarter). Your grade may be affected by the class Values Agreement if that Agreement contains consequences for frequent late arrive and/or early departure and/or for absences fewer than ten.

❖ In-class Essays(2) 20%

In-class writing projects will include two drafts, one of which will be developed further into one of the three out-of-class essays; the other will be a reflective final. These essays may be handwritten. In-class essays will be assessed holistically (A-F scale).

❖ Out-of-class Essays (3) 60%

Out-of-class writing projects will include three polished essays, which will be assessed holistically (A-F scale) using a rubric that you will be given with the assignment description (when the essay is introduced). These essays must be typed (Times New Roman or Garamond size 12 font only; 1” margins on all four sides) and submitted with all previous drafts and a Writer's Memo. In an effort to be more earth-friendly, all final copies and drafts should be submitted as email attachments in Rich Text Format (.rtf) or Word documents (.doc or .docx) (each draft should be a separate document appropriately titled to allow me to identify which is the final copy and the order in which the drafts were produced). The Writer's Memo will make up the body of the email. Emailed essay submissions are due by 11:59 pm on the due date given on the assignment sheet and/or on the syllabus Course Schedule. If there is a network problem resulting in your inability to email your essay, you must leave a voicemail message on my office phone informing me of the problem and turn in hard copies by the beginning of the class date immediately following the essay's due date. Hard copies will not be accepted without prior notification.

❖ **Grade Conversion**

Each component of the course grade (participation, in-class essays, out-of-class essays) will be calculated on a minimal A-F scale (no pluses or minuses). The letter grades for these components will be calculated as follows: A=4.0, B=3.0, C=2.0, D=1.0, F=0.0. The final course letter grade will be determined using the following ranges:

A	3.5-4.0	<i>For example:</i>
B	2.5-3.4	<i>If a student received a B for participation, a B and C on the two in-class essays, respectively, and the grades of C, A, B on the three out-of-class essays, the student's final grade would be:</i>
C	1.5-2.4	
D	0.5-1.4	
F	0	<i>$(.20 \times 3.0) + (.20 \times ((3.0+2.0)/2)) + (.6 \times ((2.0+4.0+3.0)/3))=2.9$, which would be a B.</i>

LATE WORK

For some activities, falling behind just means you miss out. Coming to class without having read the assigned text may limit your ability to participate in discussion and make sense of classmates' comments, which may, in turn, affect your ability to analyze, evaluate, and/or respond to that or a similar text in a subsequent essay assignment. Coming to class without a complete rough draft means you will not receive peer feedback on your writing, which will affect the overall essay grade (see below). Other consequences for lack of preparation may be outlined in the Values Agreement.

If you are absent on the day we write an in-class essay, it is your responsibility to schedule an appointment to make up the essay. The make-up writing session will take place in my office or another quiet location. I will do my best to ensure that the make-up writing session is similar to the in-class experience, but I cannot guarantee it. If you miss the make-up session, you will not be allowed to reschedule a second time. In this case, you will receive an F on the in-class essay.

For the out-of-class essays, the consequences of late or incomplete submission are as follows:

- For each day an essay is late, the essay will be penalized one letter grade. After four days, the essay will not be accepted, resulting in an F for that essay.
- For an essay submitted without evidence of a previous draft, the essay will be penalized one letter grade.
- For an essay submitted without evidence of peer review, the essay will be penalized one letter grade.
- For an essay submitted without a Writer's Memo, the essay will be penalized one letter grade.

ENGLISH DEPARTMENT ACADEMIC HONESTY STATEMENT

To take the words or ideas of someone else and present them as your own is plagiarism and is unacceptable in academic life. The nature and causes of plagiarism may cover a range from the accidental to the dishonest. Examples of plagiarism encountered in academic writing may include the following:

- incorporating into your own writing, without proper and complete acknowledgement, words and sentences from a print, electronic, or oral source
- inserting longer passages (such as four or five consecutive sentences or whole paragraphs) of somebody else's writing into your own without complete acknowledgement
- paraphrasing so closely or so extensively from a source that sentences or ideas really belong to the original writer
- submitting as your own entire essays written by another person or taken from a printed source or off the internet
- receiving so much help from another person that the work could not honestly be called your own.

Students, by their attendance here, agree to adhere to the Student Code of Conduct, which states, in part, that "academic dishonesty, to include cheating, plagiarism, or knowingly furnishing false information to the college" may bring disciplinary action. The policy of the NSCC English faculty is to exercise its professional judgment as to the nature and cause of each case of suspected or proven plagiarism and to respond in a manner suited to the case. Responses may include the following:

- requiring that a piece of writing be revised to eliminate the plagiarism
- denying credit for a piece of writing in which the plagiarism has been found
- recording a '0' grade in the student's class record for the project, thereby lowering the student's final grade.

AMERICANS WITH DISABILITIES STATEMENT

If you need course adaptations or accommodation in the classroom because of a disability or special need (physical or learning), please contact Disability Services at (206) 527-3697 (2nd floor of the College Center near Registration). If you have emergency medical information to share with your instructor, or if you need special arrangements in case the building must be evacuated, please inform your instructor at once.

THE LOFT LANGUAGE LAB

The Loft is the campus language lab/writing center, located on the top floor of the library. The Loft offers free 30-minute tutoring sessions on a first-come, first-served basis. Tutoring sessions can assist you with reading, writing, listening, and/or speaking skills as well as with grammar and mechanics concerns. However, The Loft is not a proofreading service. For more information, call (206) 526-0078 or visit <http://www.northseattle.edu/services/loft/>.

COURSE SCHEDULE*

T 1/4	<i>Introductions</i>
W 1/5	Syllabus <i>Course Overview: An Introduction to Course Policies</i>
R 1/6	“The Insufficiency of Honesty” (Carter: 104-111) <i>Establishing Classroom Values and Value-Motivated Attitudes and Actions</i>
F 1/7	<i>Establishing Classroom Values and Value-Motivated Attitudes and Actions (continued)</i>

M 1/10	<i>Establishing Classroom Values and Value-Motivated Attitudes and Actions (continued)</i>
T 1/11	<i>Establishing Classroom Values and Value-Motivated Attitudes and Actions (continued)</i>
W 1/12	“Where I Lived and What I Lived For” (Thoreau: 424-430) “Critical Thinking and Argument” (<i>Easy Writer</i> : chapter 3, sections a-b: 25-28) <i>Critical Reading and Interpretation</i>
R 1/13	<i>Critical Reading and Interpretation (continued)</i> & <i>Introduction to Rhetorical Analysis</i>
F 1/14	“Critical Thinking and Argument” (<i>Easy Writer</i> : chapter 3, sections c-e: 28-34) <i>Rhetorical Analysis (continued)</i> & <i>Argument Analysis</i>

M 1/17	Martin Luther King, Jr. Day—No Class
T 1/18	<i>Argument Analysis (continued)</i> & <i>Argument Evaluation</i>
W 1/19	<i>The Declaration of Independence</i> (Jefferson: 215-219) <i>Practicing Critical Reading, Argument Analysis and Evaluation</i>
R 1/20	“A Writer’s Choices” (<i>Easy Writer</i> : chapter 1: 12-17) <i>Introduction to Essay 1: Argument Analysis and Evaluation</i>
F 1/21	“Introduction for Students: The Writing Process” (8-10) “Exploring, Planning, and Drafting” (<i>Easy Writer</i> : chapter 2: 17-25)

M 1/24	<i>Crafting a (Working) Thesis</i>
T 1/25	“Evaluating Sources and Taking Notes: Taking Notes” (<i>Easy Writer</i> : chapter 39, section d: 192-197) <i>Using Textual Support: Summary and Paraphrase</i>
W 1/26	“Integrating Sources and Avoiding Plagiarism” (<i>Easy Writer</i> : chapter 40, sections a, c, d: 197-199, 200-202) <i>Using Textual Support: Preventing Plagiarism</i>
R 1/27	<i>Organization: Unity, Coherence, and Transitions</i>
F 1/28	<i>Preparing for Peer Review</i>

M 1/31	Due: Essay 1 Rough Draft <i>Essay 1 Peer Review Workshop</i>
T 2/1	<i>Revision</i>
W 2/2	“Find It. Fix It.” (<i>Easy Writer</i> 1-10) <i>Editing: Formatting, Rhetorical Effect, and Strategies</i>
R 2/3	“Me Talk Pretty One Day” (Sedaris: 378-383)
F 2/4	“A Clack of Tiny Sparks: Remembrances of a Gay Boyhood” (Cooper” 120-130)

M 2/7	<i>Introduction to Essay 2: Personal Narrative</i> <i>Prewriting: Memorable Episodes</i>
T 2/8	<i>Prewriting: The Moral of the Story is...</i>
W 2/9	Due: Revised Essay 1* (bring 1 hard copy to class)

	*Your essay must be signed by a Loft tutor who has helped you to identify (not correct) patterns of errors in your draft <i>Essay 1 Peer Edit Workshop</i>
R 2/10	Discussion text TBA
F 2/11	Due: Essay 1 Final Copy Preparing for In-Class Writing

M 2/14	<i>In-Class Essay</i>
T 2/15	<i>Grading Essay 1</i>
W 2/16	<i>Grading Essay 1 (continued)</i>
R 2/17	<i>Preparing for Peer Review</i>
F 2/18	Due: Essay 2 Rough Draft (<i>bring 1 hard copy to class</i>) <i>Essay 2 Peer Review Workshop</i>

M 2/21	Presidents' Day—No Class
T 2/22	“The Joy of Reading and Writing: Superman and Me” (Alexie: 11-15)
W 2/23	“Learning to Read” (Malcolm X: 281-290)
R 2/24	<i>Editing Instruction</i> (topic TBA)
F 2/25	Due: Revised Essay 2 (<i>bring 1 hard copy to class</i>) <i>Essay 2 Peer Edit Workshop</i>

M 2/28	<i>Introduction to Essay 3: Synthesis of Texts</i>
T 3/1	<i>Prewriting</i>
W 3/2	Due: Essay 2 Final Copy <i>Prewriting: Writers' Circles</i>
R 3/3	<i>Small Group Conferences</i>
F 3/4	<i>Small Group Conferences</i>

M 3/7	<i>Small Group Conferences</i>
T 3/8	<i>Essay 3 Debriefing</i>
W 3/9	<i>Preventing Plagiarism: a More Complete Use of MLA-Style Citation</i>
R 3/10	<i>Smooth Source Integration</i>
F 3/11	<i>Preparing for Peer Review</i>

M 3/14	Due: Essay 3 Rough Draft (<i>bring 1 hard copy to class</i>) <i>Essay 3 Peer Review Workshop</i>
T 3/15	<i>Essay 3 Peer Review Workshop (continued)</i>
W 3/16	<i>Editing Instruction</i> (topic TBA)
R 3/17	<i>Essay 3 Revision Workshop</i>
F 3/18	Due: Revised Essay 3 (<i>bring 1 hard copy to class</i>) <i>Essay 3 Peer Edit Workshop</i>

Final	Due: Essay 3 Final Copy Section 01: M 3/21 8:00-10:00 am Section 06: T 3/22 10:30 am-12:30 pm <i>In-Class Essay (reflective)</i>
-------	--

***All assignments and due dates are subject to change as necessary.**

