



## ENGLISH 100 SYLLABUS Introductory English Composition

### COURSE INFORMATION:

Sect# 3865 ENGL 100 DED Intro Comp , Fall 2012 TTh (RLC 101) & F (RLC 113) 12-12:50 5 credits

**Instructor:** Jacob Martens

Preferred contact: [jmartens@greenriver.edu](mailto:jmartens@greenriver.edu) Secondary contact: cell: 253-720-1768 (7a-10p)

**Office Hours:** Before or after class and by appointment on Auburn Campus T,Th, F between 11-12 or 1-2 in Salish 120.

**REQUIRED COURSE MATERIALS:** Please bring this textbook and writing materials to class daily:

Sims, Marcie. The Write Stuff 2<sup>nd</sup> ed. ISBN 978-0-321-441720

Computer and Internet access: **This is a Hybrid Online course that uses Canvas.** The login for canvas is <https://egator.greenriver.edu/>. You will need your GRCC email address and Student Identification Number to log in. Canvas will be used to turn in some assignments, conduct discussions, and more importantly, access the syllabus and other important handouts. Be sure to follow the calendar in Canvas for homework updates.

Supplies: Any College-Level Dictionary and Thesaurus, binder or organizer with college ruled loose leaf 3 ring punched paper for in class writing; a flash drive, stapler, and a supply of copy paper to make multiple copies of papers.

**COURSE DESCRIPTION:** Intensive writing course designed to prepare students for ENGL& 101. Focuses on college-level composition skills (composition and revision processes) and college-level reading analysis. Presents a general review of the rules of English grammar and spelling. **PREREQUISITE:** COMPASS placement (Writing and Reading Scores) or ENGL 081 with a grade of 2.0 or higher and eligible for READ 104. This is a pass/no credit course.

**STATEMENT OF INSTRUCTIONAL METHODS:** We will engage in small and large group discussions—some of them online, games, in class and online activities concerned with writing and critical thinking exercises centered on nonfiction, literature, rhetoric, and effective written communication for the purposes of understanding and demonstrating the rigors of academic writing.

**ASSIGNMENTS:** Includes reading and discussion of texts, including summary responses in a journal. As for papers, students will be writing in class three times throughout the term. In addition, students will write 3 formal papers-- a descriptive/narrative story, a cause-effect paper, and an argumentative essay. There will be no outside research. There will be one major revision/extension of one of the three formal papers. Throughout the term, students will be working at their own pace and skill-level on MyWritingLab. In class (and online) activities and discussion will supplement and support meeting course outcomes.

**COURSE OUTCOMES:** To fulfill the requirement of English 100, students should be able to demonstrate the following at the college level:

1. express their ideas clearly in writing;
2. organize paragraphs and expository essays;
3. develop greater facility with language;
4. improve their mechanics and usage.

Course content learning outcomes will be demonstrated by

1. writing a minimum of two expository paragraphs.
2. writing a minimum of one summary.

3. writing a minimum of three expository paper (for instance, argument, process, comparison-contrast, etc. or some combination of modes based on the assignment) --no secondary research in this level though)
4. revising papers extensively (revision of content: ideas and analysis, structure, and development)
5. reviewing grammar and usage, sentence construction, and mechanics as needed, and
6. reading and analyzing short essays/articles/fiction as assigned by instructor (from text, supplements, etc.).

**CAMPUS WIDE LEARNING OUTCOMES: Additional Assessment and Learning Goals:** Embedded in the above academic goals is an additional set of goals that are part of a college-wide effort to coordinate and connect student learning across disciplines. The entire campus community embraces the following goals as desired learning outcomes for all students.

**Written Communication** demonstrated by the creation and revision of essays that have a clear focus, coherent organization, correct spelling and grammar, and tone and style that are both appropriate and effective.

**Critical Thinking** demonstrated by active, thoughtful participation in discussions; by extensive, detailed, thoughtful responses to readings and classmates' drafts; and by the creation and revision of essays that analyze rather than summarize.

**Responsibility** demonstrated by regular attendance, punctuality, class preparedness (including reading materials and completing assignments before class discussion), timely submission of assignments, and an atmosphere of mutual respect.

**ACADEMIC HONESTY: The following statement is what I include in a college level writing course:**

**Students are expected to avoid cheating on quizzes, plagiarizing papers, fabricating research findings, or sharing exam questions, all with the intent to deceive.**

In a writing course, plagiarism is the main concern, so to elaborate on the definition of plagiarism: **if you condense, put into your own words (ESPECIALLY if you maintain the original sentence structure), or use word-for-word another source's ideas, facts, stats, stories, or images, you must cite the source concurrently as an "in-text citation" or immediately after the sentence using borrowed material as a "parenthetical citation;" plus, complete bibliographical information for that source must appear on the work cited page.**

Citations allow readers and scholars to determine where one writer's words begin and another's end. Citations help readers navigate a "composition" of various voices; thus, we call this course "English Composition." Unfortunately, lack of citations when they are needed is considered plagiarism, a serious breach of academic honesty.

Plagiarism occurs in the following instances:

- A paper uses large chunks of text copied verbatim from the Internet (or any other source) and attempts to pass it off as original work.
- A paper uses large chunks of text from the Internet (or any other source) and changes a few words here and there without making any distinction between the source's words and the writer's words, thus, attempting to pass it off as original work.
- A paper uses uncommon knowledge, specialized opinion about common knowledge, and specialized language without giving any sources or proof of expertise to establish the author's credentials.
- A paper is so rushed and the documentation is so disorganized that the citations are forgotten, lost, and/or incomplete.
- A paper doesn't match the assignment whatsoever, perhaps because it was turned in for another class. **Recycling a paper from another class is unacceptable and can be considered self-plagiarism.**
- A paper has been reworded and reworked so thoroughly by a well-meaning family member, friend, or tutor that it is no longer the student's writing.

*However, this class does not require research, so there should be no reason-- and therefore no temptation--to copy and paste others' ideas or words off the Internet or any other source. I can tell when you do. I want you to practice writing and communicating your own ideas. Therefore, plagiarized papers will be unacceptable.* If I

detect a paper that has evidence of being plagiarized as described above, the following sanctions will occur:  
 First count of plagiarism: **0 points on assignment**, with re-do at instructor's discretion and possible late penalties.  
 Second count of plagiarism: **0 points for the class**; no re-do of plagiarized assignment.

**ADA STATEMENT:** "If you believe you qualify for course adaptations or special accommodations under the Americans With Disabilities Act, it is your responsibility to contact the Disability Support Services Coordinator in the LSC and provide the appropriate documentation. If you have already documented a disability or other condition through the GRCC Disability Support Services Office, which would qualify you for special accommodations, or if you have emergency medical information or special needs I should know about, please notify me during the first week of class. You can reach me on campus or by my personal phone at 253-720-1768. Or you can schedule an office appointment to meet me in Salish Hall\_120-09 at another mutually determined time. If this location is not convenient for you, we will schedule an alternative place for the meeting. If you use an alternative medium for communicating, let me know well in advance of the meeting (at least one week) so that appropriate accommodations can be arranged. (From the Green River Community College Syllabus Template.) For more information, call Disability Support Services at 253-833-9111 ext. 2652.

**Incompletes:** Incompletes, in most cases, are not an option: you must complete the course or follow the withdraw procedure stated in the catalog.

**Peers are valuable resources:** Use this space to write down contact info of at least two classmates.

Contact 1 \_\_\_\_\_  
 Contact 2 \_\_\_\_\_

**Assignments and Evaluation Criteria & Grading Standards**

Paper 1: 2-3 page typed, double spaced description/narration paper  
 Paper 2: 2-3 page typed, double spaced explanation of a problem (process/ cause-effect)  
 Paper 3: 2-3 page typed, double spaced argument (opinion paper)  
 All three papers including possible revisions (paper 3 must be revised) for up to 100% score on each paper 50%  
 Writer's Lab work—must complete at least 75% of assignments (your required modules)  
 at or above 70% score to pass the class 20%  
 Other assignments including drafts, Journal of reading responses, Canvas participation exercises 20%  
 Final in class essay 10%  
 Total: 100 %  
**Total: 100 %**

**Grading Scale- Percent to Letter**

A	100-94.0%	B	86.9-84.0	C	76.9-74.0	D	66.9-64.0
A-	93.9-90.0	B-	83.9-80.0	C-	73.9-70.0	D-	63.9-60.0
B+	89.9-87.0	C+	79.9-77.0	D+	69.9-67.0	F	59.9-0%

**Grading Scale-Percent → Grade Points (Green River records final grades in 0.1 increments)**

>95	4.0	91	3.6	87	3.2	83	2.8	79	2.4	75	2.0	71	1.6	67	1.2	62	.8
94	3.9	90	3.5	86	3.1	82	2.7	78	2.3	74	1.9	70	1.5	65	1.1	61	.7
93	3.8	89	3.4	85	3.0	81	2.6	77	2.2	73	1.8	69	1.4	64	1.0	60	.6
92	3.7	88	3.3	84	2.9	80	2.5	76	2.1	72	1.7	68	1.3	63	.9	<59	.0

**Classroom Policies**

Please take your bathroom breaks between classes or at break, or, if you must, discretely and with minimal interruption.

Non-distracting food/beverages are okay; however, please dispose of trash after class, not during.

Computers, laptops, iPads, or smart phone use may be appropriate at certain times; however, it is not appropriate during class discussion or presentations. Distracting, off-task computer/ cell phone users may be asked to leave. Excuse yourself if you must attend to your phone. I respect parents' needs to be on-call, for I will be myself.

As a reflection of our formal, professional, academic setting, all out-of-class writing (including emails to the instructor) should be typed, double spaced, **use standard spelling and be free from slang, profanity, grammatical and capitalization errors**, lest the reader's perception is that the writer (or speaker) is inappropriately disrespectful. As logical, the same applies to classroom conversation. In other words, do no harm to your ethos.

Attendance—recommended, requested. 100% attendance AND regular contribution to class discussion results in 3% extra credit. Statistically, poor attendance (more than 10% of classes) lowers final course grade substantially due to lost instruction. **Please sign attendance sheet prior to the start of class or at the end.** Excessive and regular tardiness or early departures may count against extra credit.

To encourage attendance in a class that meets only three times a week, the following adjustments apply:

Miss 0 classes: +3% bonus	Miss 6 classes -5%
Miss 2 classes with reasonable/verifiable excuse +1%	Miss 7 classes -10%
Miss 3 classes -0%	Miss 8 classes -15%
Miss 4 classes -1%	Miss 9 or more =cannot pass the course
Miss 5 classes -3%	

Late work: Late papers result in a C at most. Reading Responses must be done by the beginning of class time in order to get credit. Rare (oops!) marginally late online work (a few hours late) may not be penalized; however, work days late or consistently late will not be considered.

Children in class are not allowed at GRCC; however, if a rare necessity, and in desperate situations, and only as a last resort and for good reason, arrangements may be made to attend class remotely. Please see instructor for more info.

Civility: According to F. Scott Fitzgerald, "The test of first-rate intelligence is the ability to hold two opposing ideas in mind at the same time and still retain the ability to function" (qtd. in Irvine 202, Best American Science and Nature Writing of 2011). In other words, I expect civility even in a heated debate.

### **Etiquette for Classroom Dispute Resolution**

If you have questions or concerns about this class or me, please come to talk with me about your concerns. If we are unable to find a solution, you may talk with Jaeney Hoene, Chair of the English Department.

### **Caveats**

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check for announcements made while you were absent. Changes to the syllabus will be posted in Canvas.

Course Schedule at a glance

Refer to detailed Calendar in Canvas, which may reflect more details than this calendar. This is just a paper reminder of the main due dates for the course. White days are days we meet as a class. Additional reading assignments may be assigned in class or on Canvas Calendar/ syllabus. Not all due dates for all assignments are listed here; for example, readings and exercises will be posted in Canvas. Please follow schedule on Canvas and write your own due dates in your own planner. Papers are due in class.

Sp 2012 WK	S	M	Tuesday	W	Thursday	Friday	S
1	23	24	25 Meet in RLC 101	26	27 Due by beginning of class—entry survey (see Canvas). In class writing	28 (Meet in RLC 113)	29
2	30	1	2	3	4 <b>Paper 1 draft due— 50 points for complete draft- bring 3 copies</b>	5	6
3	7	8	9	10	11 <b>Paper 1 final due</b>	12 In class writing <b>Journal Check— please bring journals</b>	13
4	14	15	16	17	18	19	20
5	21	22	23 <b>Paper 2 draft due-- 50 points for complete draft- bring 3 copies</b>	24	25 <b>Optional Paper 1 revision due</b>	26	27
6	28	29	30 No Day Classes— Fall in-service	31	1 <b>Paper 2 final due</b>	2	3
7	4	5	6	7	8	9	10
8	11	12	13 <b>Paper 3 final due-bring 2 copies</b> Conference sign ups	14	15 Conferences with instructor ( <b>Optional Paper 2 revision due at conference</b> )	16 Conferences with instructor	17
9	18	19	20 Conferences with instructor	21	22 No Class-Holiday	2 No Class-Holiday	24
10	25	26	27	28	29	30 <b>Required revision of paper 3 due</b>	1
11	2	3	4 <b>Journals Due</b> <u>Preparing for English 101 this week</u>	5	6	7 Planning for final <u>Did you complete MyWritingLab finals?</u>	8
12	9	10	11 <b>Final;</b> Journals and Papers available for pick up after final	12	13	14	15

**Log in to Canvas for complete details!**