

***English 81 Reading 94: Making Connections
Fall 2009***



Instructor Information

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Course Information

Course: English 81 and Reading 94
Credit hours: 10
Room: RLC 131
Angel Logon:
<http://greenriver.angellearning.com/>

Note: You must earn a 2.0 or higher in English 81/Reading 94 to go to the next class. Pass/No credit will not allow you to move to the next classes in the sequence.

*To read is to empower
To empower is to write
To write is to influence
To Influence is to change
To change is to live.*

--Jane Evershed

Texts / Materials



You are required to bring each of these with you to class everyday.

- Computer access for using Angel, our online course shell
- Personal Planner or Pocket Calendar (free in Student Programs)
- One Separate Small Paper Binder with 3-hole punch (for homework journal)
- Larger 3-ring binder or folder in which to keep all work for class.
- Computer disk/flash drive upon which to save all of your essays.
- Highlighting Pens (minimum of 3 colors)
- Note cards

Course Description



This course will cover the basic building blocks of effective writing. We will begin with the paragraph and move up to a 2-3-page essay. This course will also help you become a more critical reader by having you read, summarize, and respond to various types of texts. In addition, you this course will review some study skills such as test taking and note taking. Finally, this course will review the basic components of grammar and word roots to help you write clear and engaging sentences as well as navigate sentences in texts you read.

Note: You will learn effective use of *Standard Written English*; the language used most in colleges, the workplace, books, newspapers, and magazines. It is the language agreed upon by professional American society. You may not speak Standard Written English at home; you may speak a completely different language or one of many American dialects. All of these are equally correct, and are in no way inferior to Standard English. However, for success in college and business, a neutral, widely accessible language must be adopted for your ideas to reach as wide an audience as possible. My insistence upon use of Standard Written English should not be interpreted as discrimination against your own native language or dialect.

Course / Campus-Wide Learning Outcomes



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- ***Improve written communication skills by writing, revising, and editing written assignments to illustrate improved style and content.***
Demonstrated by: A wiki that illustrates a collection of paragraphs of different styles, expository essays
 - ***Learn reading techniques***
Demonstrated by: Summaries, Peer Review, Homework Journal, Note Taking Assessments
 - ***Learn how to give and take constructive critique of writing in progress:***
Demonstrated by: Peer response letters and other peer response activities assigned in class, journal assignments in response to instructor's comments on drafts.
 - ***Review sentence structure, mechanics, punctuation, spelling, and word roots:***
Demonstrated by: Grammar presentations, grammar quizzes, and grammar homework.
 - ***Use Technology to Enhance Learning***
Demonstrated by: Using technology to gather research for Grammar Presentation, build a wiki for your first writing assignment, typing all papers
 - ***Learn how to Give Presentations***
Demonstrated by: Grammar Presentations
 - ***Learn about Who You Are As a Learner***
Demonstrated by: Various Homework Journal Assignments in response to readings on this topic
 - ***Learn about the College as a Place of Learning***
Demonstrated by: A wiki that illustrates a collection of paragraphs of different styles, expository essays, various Homework Journal Assignments
 - ***Learn about how College Impacts how You Interact with the Larger World***
Demonstrated by: Expository Essays, various Homework Journal Assignments
 - ***Learn Study Techniques***
Demonstrated by: Applying test taking strategies to quizzes, note taking assessments

Campus Wide Outcomes: Green River Community College has identified ability areas that we believe encompass knowledge and are the most important skills, behaviors, attitudes, and values that students will need in order to be successful in and after leaving the college. This course will address one of the four campus-wide ability areas – that of ***student responsibility***.

- ***Contribute appropriately in collaborative tasks with an understanding of the commitment involved in any group activity (Student Responsibility Outcome):***
Demonstrated by: Group Grammar Presentation.
- ***Attend class regularly, and be ready to learn and actively participate (Student Responsibility Outcome):***
Demonstrated by: Attending class regularly (note the grades assigned for # of absences in assignments section below), completing all homework.
- ***Know and follow the stated classroom behavior, academic expectations, policies, and procedures outlined in the course syllabus. Know the resources available to you as a student and seek help from those resources as needed.***
Demonstrated by: Student will write journal entries assessing his or her level of student responsibility and goals for improvement in this area.
- ***Student submits all work on time, according to the due dates in the assignment schedule.***
Demonstrated by: Student will get a grade reduction on assignments submitted late.

Course Assignments



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- 1) A wiki that illustrates a collection of paragraphs of different styles
 - 2) Two expository essays (1 ½ -3 pages)
 - 3) Group Grammar Presentation
 - 4) Homework Journal
 - 5) Grammar Quizzes
 - 6) Attendance
 - 7) Note Taking Tests

A wiki that illustrates a collection of paragraphs of different styles: You will work with others in the class to build a wiki about one of the campus resources at GRCC. In your wiki, you will need to illustrate different organizational structures of paragraphs.

Expository essays: Most academic papers that you will write in your college career will be expository in nature, so it is important that you know how to construct this type of essay.

- ***Requirements for all papers / late paper policy:*** All papers including the paragraphs and expository essays (first and final drafts) need to be typed and double spaced (absolutely no hand written papers will be accepted) using a 12 point font with one inch margins. Papers will generally run between 2-3 pages. All *final* drafts of essays need to be turned in with a writer's memo. This assignment will be given to you. I will collect your essays twice: once to comment on them for revision, and once to grade them. *Both drafts are required and will be penalized 1/2 grade per day each draft is late. (This means that if you are 1 day late with your rough draft and one day late with your final draft, your grade will go down one full grade for that essay.)*

Group Grammar Presentation: You will be divided into groups and assigned a grammar convention to present to the class. The presentations will need to provide an overview of the grammar point, provide an accessible handout for the class that provides a written overview of the grammar point, and lead the class in an interactive game in which they must apply the grammar point. Grammar presentations will be 30 minutes in length.

Homework Journal: The instructor will assign entries in your homework journal numerous times during the week. These assignments may be given to complete during class and/or as homework. (In other words, you *can't* make up entries by writing about anything you want.) Should you miss an entry, you can look up the assigned prompt on the web site for this class (see the front page of this syllabus for web address). You will need a separate 3-ring folder for this journal, as I will collect them periodically. *Please do not put journal entries in with other class*

materials, as I may not return your journals to you for several days. Late journals will be penalized by a grade reduction of 1 point for each day it is late.

Grammar Quizzes. Roughly each week there will be grammar quizzes on the convention and vocabulary we covered during that given week. This quiz will be offered either in class or through the Testing Center. *Make-up quizzes will only be available if you contact the instructor up to one day prior to the quiz with a request for a make-up exam.*

Attendance: Regular attendance is vital to your success in this class. For this reason, attendance will be part of your grade. The following shows the grade you will receive for attendance (not for the whole class): 1-2 days missed = A, 3-4 days missed = B, 5-6 days missed = C, 7-8 days missed = D, over 8 days missed = F. *If you are participating in one of the college sports at GRCC, you can get excused absences for games only if you contact me ahead of time and if you can provide documentation by your coach that confirms the need for your absence.*

- **In Case of Swine Flu:** Should you come down with the Swine Flu, don't come to class. Stay home until your fever breaks and you feel healthy enough to participate in class (estimated length of this flu is 5-7 days total). E-mail the instructor to let her know of your health issue, and check the course website for homework and readings, so you can stay up with the homework while you are out.

Note Taking Tests: You will be given an open-note test to assess your ability to take effective notes as well as your reading comprehension.

Grading



Your grade will be calculated according to the grid below. The following is the weight of each assignment as it corresponds to your overall grade. You will receive the same grade for English 81 and Reading 094, not two different grades for each course.

- 1) A wiki that illustrates a collection of paragraphs of different styles = **15%**
- 2) Two essays (1 ½ -2 pages) = **30%** (Paper 1 = 15%, Paper 2 = 15%)
- 3) Group Grammar Presentation = **10%**
- 4) Homework Journal = **20%**
- 5) Grammar and Vocabulary Quizzes = **10%**
- 6) Attendance = **10%**
- 7) Note Taking Test = **5%**

Total = 100%

Grading Scale (from college catalog)

99-100 = 4.0		83 = 2.8		71 = 1.6
97-98 = 3.9	A	82 = 2.7	B-	70 = 1.5
95-96 = 3.8		81 = 2.6		69 = 1.4
93-94 = 3.7		80 = 2.5		68 = 1.3
91-92 = 3.6	A-	79 = 2.4		67 = 1.2
90 = 3.5		78 = 2.3	C+	66 = 1.1
89 = 3.4		77 = 2.2		65 = 1.0
88 = 3.3	B+	76 = 2.1		64 = .9
87 = 3.2		75 = 2.0	C	63 = .8
86 = 3.1		74 = 1.9		62 = .7
85 = 3.0	B	73 = 1.8		61 and below = failing
84 = 2.9		72 = 1.7	C-	

What constitutes an “A”? While specific grading criteria will be shared for each individual assignment, the following is a general guide to what is expected at the “A” “B” “C” “D” levels.

“A”	“A” work excels the expectations for the assignment. It goes above and beyond in clarity, content, organization, and presentation.
“B”	“B” work is above average. It goes beyond meeting the assignment, but doesn’t go as far as “A” level work. “B” work may excel in some areas, but not in the majority of areas designated by the assignment.
“C”	“C” work meets the expectations of the assignment. It shows competency, but does not go above and beyond the assignment in any significant way.
“D”	Below passing means that the work failed to meet the assignment’s requirements.

Note: There will be no extra credit opportunities in this class. Your grade will be strictly based on the above.

Rules and Policies For This Class



- **Plagiarism:** Plagiarism occurs when you knowingly submit someone else's ideas or words as your own. Plagiarism is an act of intentional deception that not only is dishonest; it robs you of the most important product of education---the actual learning. Should we suspect that you have plagiarized, we will talk with you one-on-one and ask you to prove that the work in question is your own. If you are found guilty of academic dishonesty, you will automatically fail that assignment. If you are caught plagiarizing again in the same quarter, you will fail this class. You should know that it is also possible to plagiarize yourself! If you submit work already completed for one course as original work for another course, you are plagiarizing. However, if you wish to substantially revise or re-think a piece of writing you have already done, you may do so, as long as you discuss with us *beforehand* your ideas for re-working the piece.
- **Attendance and Punctuality:** Should you miss class, it is your responsibility to make up all the work done that day as well as get the notes and handouts for that class period from a peer in the class and/or the website. In order to have the opportunity to make up a quiz, it is necessary for you to contact the instructor(s) ahead of the quiz date. You will not be able to make up quizzes after the fact if you have not previously contacted the instructor(s). Furthermore, if the quiz has already been returned to the other students in the class, you will not be permitted a make up for this quiz. Finally, I also appreciate it if you leave a message on voice mail or e-mail letting me know of your absence. I will start the class as close to on time as possible. If you are late and class has already begun, it is your responsibility to get on board with what the class is doing without disturbing the class to ask questions.
- **An Invitation:** If you have any questions or concerns about your progress in this course, please arrange a time to speak with me immediately. There are few problems that can't be worked around, but it is necessary that you initiate a discussion with me about the issue at hand in order for any action to result.
- **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 we should know about, please notify us during the first week of class. You can reach me by phone at 253-833-9111, extension 4206. Or, you can schedule an office appointment to meet me in HS 45 during my posted office hours or 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.

Participation: Sometimes people think “participation” only means coming to class and talking. However, participation means more than just “being” in class. In order to appropriately participate in this course, follow these guidelines:

Preparation

Do	Don't
<ul style="list-style-type: none">• Complete homework before class• Have necessary materials [textbook, paper, sharpened pencils, etc.] at the <u>start</u> of class• Arrive early and review notes from the previous day	<ul style="list-style-type: none">• Do homework (for this or the next day) during class• Arrive late and disrupt class by asking what is happening• Have to borrow materials from classmates

Behavior

Do	Don't
<ul style="list-style-type: none">• Pay attention and focus on the day's lesson• Volunteer answers• Ask questions appropriately • Maintain a balance of speaking and listening during discussions [especially in small groups]• Make constructive comments• Help make a friendly/learning atmosphere in class	<ul style="list-style-type: none">• Talk when others are answering• Take the discussion off the main topic• Do non class related things like homework for other classes or catching up on your sleep.• Dominate discussions • Attack others verbally• Engage in “Horseplay”

Body Language

Do	Don't
<ul style="list-style-type: none">• Look at the speaker during the lecture/discussion• Nod or shake your head to show understanding/agreement• Use facial expressions to show understanding/agreement	<ul style="list-style-type: none">• Look out the window or read when others are speaking• Put your head down on your desk when others are speaking.

Contract of Understanding: English 81 and Reading 94

Directions: Below are a number of items that are essential to your success in this class. Please read each one and if you feel you can commit to fulfilling each item during this quarter, sign below and return to us by Friday of week #1. If you don't feel that you can commit to the following, we suggest you drop this class and take it at another time in which you can make the necessary commitment.

1. I understand that daily attendance is essential to my success in this class. I further understand that if I am unable to commit to attend regularly this quarter I will drop this class and take it during another quarter when I can meet the requirements for attendance.
2. I understand that I need to prepare fully for each class session. This includes reading the assigned readings for each day and completing all homework, as well as being prepared to make contributions to discussions. This also includes preparing drafts of papers and having them ready when they are due. (**Note: this translates into roughly 1 1/2 hours of homework for every hour in class.**)
3. I understand that I need to have my first and final drafts of papers turned in on time or I will lose ½ grade off of my final paper grade for each day either my first or final draft is late. This policy also applies to the journals. If they are late, they will lose ½ point for each day they are late.
4. I understand that there will be writing workshops and group conferences that will require me to share my papers with others in the class and provide careful written and oral feedback to my peers on their papers. I commit to sharing my work with others and giving detailed and careful feedback to my peers on their work.
5. I understand that I need to bring my assigned reading and my homework journal to class with me every day. Furthermore, if I miss a class, I understand that I need to make prior arrangements to get handouts and homework for the day I missed.
6. I understand that the instructor of this course is committed to assisting me in learning the course material and in successfully completing course requirements. I further understand that it is my responsibility to contact the instructor when I need help or guidance in meeting course requirements. (Note: If you are unavailable during my office hours, please let me know. I will make every attempt to arrange an appointment with you at a time that works into your schedule.)
8. I understand that I must be respectful of each member of this classroom community. If I disagree with statements made, I will use forms of communication acceptable for an academic environment to express my disagreement with or to challenge the *ideas*, not the person.
9. I have read the course syllabus carefully and agree to its provisions.

Sign your name

Date

Making Connections

English 81/Reading 94

Unit by Unit Breakdown

Directions: The following is an overview of the thematic units we will cover this quarter as well as the outcomes and assignments that will go with each unit. You will be given more detailed assignment schedules bi-weekly that will provide specifics about what you should do for homework each night as well as what you can expect to do in class each day. Details about this unit breakdown are subject to change at the instructors' discretion.

Unit #1 Theme: *Connecting with Ourselves as Learners and GRCC as a Place of Learning*

- What is my favorite style of learning?
- How does my ethnic, racial background influence me as a learner?
- How does my gender influence me as a learner?
- How does my age influence me as a learner?
- How does my economic background influence me as a learner?
- What is my role as a learner at college?
- What is the role of the instructor at college?
- What is the structure of college?
- What resources at GRCC can help me in my learning?

Outcomes:

- **Learn about the reading and writing processes**
- **Learn about paragraph structure:** Topic sentence, organizational styles, development of ideas, supporting evidence.
- **Read Paragraphs:** Paraphrasing, summarizing, reading different types of texts with different organizational styles, identifying topic sentences and main ideas.
- **Learn about various learning styles**
- **Use Technology:** Grammar Tools and Angel (for wiki)
- **Grammar:** Subjects, verbs, sentence fragments, vocabulary

Assignments:

- **A wiki that illustrates a collection of paragraphs of different styles**
- **Quizzes on grammar and word roots**
- **Apply test taking strategies to grammar/vocabulary tests**
- **Various Homework Journal assignments**

Unit #2 Theme: *What is the Purpose of Education?*

- What are the historical purposes of education in the U.S.?
- Do different groups living within the US have different purposes for education? (We will look at stories from Native Americans, first generation college students, and students from lower income families to explore this question.)

Outcomes:

- **Write an expository essay:** This will include a 1 1/2-2 page paper with a thesis, introduction, body paragraphs, conclusion. Use the writing process to do so.
- **Find the main idea and explore the structure of essay-length readings:** Outlining, summarizing, paraphrasing, evaluating effectiveness of different parts of the essay (introduction, conclusion, etc.)
- **Grammar:** Run-on Sentences, Commas, vocabulary
- **Note taking strategies**
- **Peer review**

Assignments:

- **Write a short essay**
- **Produce notes on an assigned text using a strategy we learn in class**
- **Quizzes on grammar and vocabulary**
- **Various journal assignments**

Unit 3 Theme: *Connecting back to the world from which you came*

- How has college influenced my awareness of my own civic responsibility?
- How has college changed me as a person?
- How has college changed the way that I interact with friends and family who might not have ever gone to college?
- How does studying in a different country change the way that I interact with those from my home country?
- How has college influenced my ability to get a job and interface with the world of work/career?

Outcomes:

- **Write an expository essay:** Continue to practice what you learned about essay structure as it applies to a new topic.
- **Continue to practice reading strategies:** Apply what you have learned so far about reading to new and more difficult texts.

- **Use Internet for research:** Learn how to use the Internet to find information for your grammar presentation.
- **Evaluate and synthesize information from multiple texts:** As you gather information for your grammar presentation, read, evaluate, and synthesize this for your presentation.
- **Present on a grammar point of your choice**
- **Study vocabulary**
- **Continue to learn note taking strategies**

Assignments:

- **Expository Essay.**
- **Grammar Presentation**
- **Quizzes on vocabulary**
- **Various Homework Journal assignments**
- **Submit “final” note taking assignment using the Cornell strategy**